

Arab world to set up an open university

Plans for a Palestinian open university are about to be put into action. Already £10m has been set aside by the Arab world and UNESCO is playing a major part in planning the venture. The aim is to foster Palestinian unity and provide trained personnel. Hilary Wilce reports

PLO see move as boost to unity

A Palestinian open university is to be set up in the Middle East. Plans for the university, which will be financed by the Arab world and UNESCO, are about to be put into action. The university is to be a major project for the PLO, and is seen as a boost to Palestinian unity. The university will be a major project for the PLO, and is seen as a boost to Palestinian unity. The university will be a major project for the PLO, and is seen as a boost to Palestinian unity.

Development. The final feasibility study, produced by representatives of UNESCO, the Arab Fund and the PLO, is to be signed by Mr Amadou Mahtar Mbow, the director-general of Unesco, at the end of the month. The headquarters of the planned university has yet to be decided, but will almost certainly be Beirut, which has good media and educational facilities. A network of study centres is planned in areas with big concentrations of Palestinians, such as Jordan, Syria and the occupied territories of Gaza and the West Bank.

The PLO claims that many young Palestinians, particularly in the occupied territories, are prevented from going to university, or unable to take the subjects of their choice. Although 42 per cent of Palestinians live in the occupied territories, only 8 per cent of the 10,000 Palestinian students attend university there. Another 30,000 Palestinians who are thought to be eligible for university have no access to higher education and this figure is likely to grow rapidly. Half the Palestinian population is under 15. The planned university will be designed to meet Palestinian technical manpower needs, particularly in the fields of management, medicine and construction. Four-year degree courses split into two two-year cycles, are likely to be offered. Audio and video cassettes will be a major means of tuition, as national broadcasting networks in the Middle East are not generally suitable for educational programmes. Unesco's Mr Mbow has given strong personal backing to the project. With his term of office now running out, big-scale and dramatic projects such as this one are thought likely to be successful to be helpful in his campaign for re-election.



Children were turned away from a comprehensive school in Hertfordshire on the first day of term this week even though there were empty desks in classrooms. Their parents later occupied divisional education offices in protest. The parents of 19 children claimed there was enough room at the Queen's School, Bushey, to allow the youngsters to enrol and that one of the classes had 17 empty desks. They had selected the school as their first choice but had been told to send their children elsewhere. They are appealing against Hertfordshire County Council's decision to Mr Mark Carlisle, the Education Secretary. The head, Mr Stanley Bunnell, is on the parents' side but has been ordered to restrict numbers. Some of the children arrived in new uniforms. The parents have been promised talks with the education committee chairman, Mr Frank Cogan, next week. Lisa Collins (left) was accepted; but Karen Wiles (right) was turned away.

TUC six point plan to fight education cuts

by Richard Garner

The TUC this week threw its weight behind a campaign to fight the cuts in education spending. It was a "dangerous and straightforward" social and economic policy which made the education and training of children and young people the foremost victim of monetarist measures, delegates decided.

During the education debate at this week's annual congress at Brighton, attention focused on two key issues—restoring the cuts in the school meals services and educating adults for the greater leisure time that lies ahead.

A six-point plan of action was passed, namely: to demand that the National Association of Schoolmasters/Union of Women Teachers, the second biggest teaching union, abstained from voting.

The plan included a call for sufficient investment in education to provide equal educational opportunities, a commitment to a nation-wide comprehensive schooling system, leaving the final say in the curriculum in the hands of the teaching profession and a greater emphasis on post-16-year-old education.

Mr Clive Jenkins, general secretary of ASTMS and chairman of the TUC's education committee, said that Mr Mark Carlisle, the education secretary, should be impeached for presiding over cuts which had dismantled the education service.

He had created a "comprehensive black hole" and filled it with our children's future, he said. Mr Jenkins also called for an end to the "educational apartheid" of the National Association of Schoolmasters/Union of Women Teachers, which he said was "a union of the privileged few".

Under the deal, teachers will be entitled to £35 a week if they are laid off work for more than seven days after an assault at school or college.

The agreement has been negotiated between the 80,000-strong Association of Assistant Masters and Mistresses and the Commercial Union Assurance company. It comes into force from the beginning of this term and is believed to be unique. Already the Secondary Heads Association and the National Association of Head Teachers have said they will see if it would benefit their members.

Originally the union had intended to insure its members only against assaults by pupils and was told this would cost 3p a head a year. Eventually, it has taken out cover against any assault for up to a head. The money will be found from union subscriptions and compensation will be paid for a maximum of four weeks.

Mr Geoffrey Beynon, AMMA's joint regional secretary, said: "I would like to see the number of assaults on teachers increasing."

Mr Nigel de Gruchy, Assistant Secretary of the NAS/UTW, said: "This is some of the most superfluous money we've taken action against. Disruptive pupils and refused to teach them. If a teacher does not teach, what is the point of the school. This policy is the coward's way out."

The National Union of Teachers argued that financial aid could best be obtained through the Criminal Injuries Compensation Board and cited one recent case where a teacher was forced to wear a neck collar after an assault by a pupil. The Board had awarded compensation of £1,500. The union said it makes about sixty claims a year on behalf of teachers.

Mr David Hart, general secretary of the NAIT, said: "If a member was away ill after an assault, he would be covered with full pay for only a considerable period after the assault. This money would be the cream on top of the cake—not compensation for loss of earnings."



This week

How teachers choose their text books 6

Science specialization is 'absurdly early' 8

More drop out of US schools 12

A 'named person' for every child? 17

Homosexuality and the church 24

The TES

We very much regret that owing to industrial action by the National Union of Journalists, the Times Educational Supplement was not published last week.

Classified 41



Extra
 Muslim education 36-42

Leaders, comment	2
Platform	4
Personal Column	7
Overseas	12, 13
Letters	14, 15
School to Work	16
Features	17-19
Arts	21, 22
Books	23, 25
Resources	26, 35, 36
Media	37
Headmaster's diary	
Literary competition	
Crossword	76

Special Life

While an increase in YOP is welcome—and the Government has clearly indicated

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that there is more to come—it is a measure of the youth employment crisis that, were it not for YOP, about half of all those who left school this summer would still be registered as unemployed.

Mrs Thatcher's public response to rising unemployment is to emphasize the need to moderate wage claims and stress, more in sorrow than in anger, that the loss of jobs is an inevitable consequence of the actions needed to reduce inflation. This affords little comfort or hope to those who are losing their jobs, nor yet to those concerned with essential services like the schools who see their work undermined and curbed at a time when the nation most urgently needs a renewal of learning and skill if there is to be a renaissance of Britain and its economy after the fever of inflation has been purged. Mrs Thatcher's moralistic refrain provides no

inspiration, no vision of fraternity reborn. Because an attack on the social wage is at the centre of the strategy, the message it seems to offer the schools is that things are bound to get worse, before they get worse still.

Sir Fred Dalnton's British Association presidential was a good deal more positive than this. Like many of his predecessors he was concerned about the place of science in British life and the failure to reap the benefits of applied science and technology—an echo of the argument about the contrast between the capacity of British science to compete for Nobel prizes and British industry to compete for international markets. It has become increasingly obvious over the years that it is one of the most treasured characteristics of English upper secondary and higher

The irony of it is, of course, that the established academic values of British higher education are liberal and humanistic, and deeply hostile to the rather narrow market philosophy which Mrs Thatcher and Sir Keith Joseph are expounding. But it is much easier to express Conservative policy by defending O and A levels than by planning radical reform.

Competition for places locally is winning, especially for women more than men and more for overseas students than the study took place before latest increase in overseas student fees.

A table introduced for the time by UCCA into its statistics shows that the percentage of candidates applying for university

Intermediate occupations (non-skilled non-manual) provided 60 per cent of the applicants in 1977 and 62 per cent in 1979. Acceptance was 62 per cent and 63 per cent respectively.

More students applied to read computer science at university this year than applied for the whole of the rest of mathematics subjects. The figures for 1978-79 was 3,300 but UCAS predicted just over 3,000 for this year.

UCCA placed 100 applications for two engineering specialists. Mechanical engineering, which attracted 5,456 applications in October 1978, was expected to have no more than 5,060 for 1979, while applications for civil engineering were expected to fall by 17 per cent from 6,191 to 6,190. Statistical supplement to the Report, 1978-79. UCCA, PO Box 1, Cheltenham, Glos.

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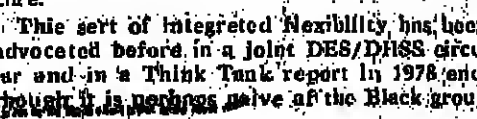
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Now these measures may look superficially like the quickest and easiest way to results, especially bearing in mind the renewed importance of protecting children from the increased incidence of ill-health associated with unemployment. Of course they would be good, provided that their delivery to the



artificial or synthetic, to exporting publishers in any not "be" but "lie and/or she" and to rendering the honestly "fireman" as "firefighter", a word which more readily conveys a suspicion of deception or effort.

No comment

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Competition for places increased slightly for home students, for women more than men and much more for overseas students, though the number of places rose before the latest increase in overseas student fees.

A table introduced for the first time by UCCA in its statistics shows the present pattern of applications for entry from date-adding, particularly from intermediate occupations (above skilled non-manual) provided for by the epiphily in 1977 and 62 per cent in 1978. Acceptances in 1979, 62 per cent and 63 per cent respectively.

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Measurements of the Burial Ground

Platform

Nick Peacey applies the 'small is beautiful' principles to schools

One small step . . .



The traditional sunlit unit: a country school.

The mini-school concept recently received a boost in the columns of the TES. Perhaps we are set to see rapid expansion in the numbers of schools which shun themselves into several little ones while retaining the outward appearance of a single large institution. Enthusiasm for change of this kind is certainly growing if the mood of the recent PRSE conference is anything to go by.

Changing a large institution's structure is not easy. It demands thought and careful consultation. Significantly, most mini-schools complexes working anywhere in the world are in new buildings with new staff and teachers actually given time away from teaching to think together for longer than a week-end. In less ideal situations the struggles to arrive at satisfactory ways of working have been protracted and frequently self-defeating for the participants.

The trouble is that for schools at least this sort of restructuring is very new. There are few examples to draw on and those there are not necessarily written up. School structural change tends to be a bit like blind flying: slow progress involving a lot of prayers and many bluffs from unfocused forces. At the end of all this you do not always reach the right destination.

But others have in fact travelled the same course, though not in an educational context. Experimentation involving structural change has been researched for years by industry, for example, and provided us always bear in mind the differences between industrial contexts and our own. We have a mass of potentially helpful material to look at. Many will know the work of Fritz Schumacher, who wrote "Small is Beautiful". What is less well known is that Christian Schumacher, Fritz's son, is a pioneer of thought about local, tight, Christian communities, working like his father largely within nationalised industries, has now reached the stage where he feels able to elaborate certain structural principles which should be observed if an institution—any institution—is to run satisfactorily. These principles are set out in detail in a pamphlet given as the 1977 Ernest Barker Commemorative Lecture (available from the Scott Bader Commonwealth Ltd, Woolston, Wellingborough, Northants NN9 7RL).

I have been working with Christian Schumacher for a year or so on the application of these principles to schools. Obviously in a brief article one can only summarise the most important of the given principles involved.

One makes a convenient starting point. Britain, you will be surprised to learn, has a larger proportion of large plants in its manufacturing sector than any other major industrialised country. Pretty unsuccessful and miserable places they are too often, as research and report confirm.

Readers will remember the massive number of teachers who opted for small schools in a recent TES survey; we too find the economies of scale hard to see for the people. But you must beware of being over simplistic.

For his different purposes mon needs many different structures, both small ones and large ones, some exclusive and some comprehensive. Yet people find it most difficult to hold two seemingly opposite necessities of truth in their minds as the same truth. They tend to clamour for a final solution, as if in actual life this could ever be a final solution other than death. (Small is Beautiful).

Big is Beautiful, for example, in matters of legal procedure. We expect similar legal procedures whether we are being tried in Cornwall or Cumbria, and expect them to be centrally laid down. There do exist genuine economies of scale. Chris Schumacher cites the example of an oven. It is a fact that if you double the size of an oven you only increase the cost of building it by 60 per cent.

Also you use less fuel per unit of output than you would have done with your original half-size oven. Double the size again and you get more savings in fuel and capital costs. And so on.

The benefits are environmental as well as economic. Two problems of pollution control are much simplified if you have one big oven rather than a collection of little ones. Deal with 50 ovens is not necessarily a deal with one for a bad structure. What we need to be able to do is to distinguish between a good and a bad structure.

At the heart of the Schumacher technique distinguishing between a good and bad structure lies the notion of the mismatch. Certain processes and tasks must be performed as a unit, by a single team of workers. Those tasks are identifiable by study of the structure of an institution or factory. Schumacher calls these "whole tasks". One workgroup should perform one "whole task", otherwise there is a mismatch.

There are many cases in industry and in educational institutions in which workgroups do not perform "whole tasks"—to their great disadvantage. Sometimes coherent tasks are split up to be performed by different groups of workers in the factory, for example, where one group with one supervisor was responsible for feeding half-finished glass at one end of a machine and

another group with another supervisor was responsible for taking the finished product out at the other end.

This must have sounded like sense to some managers once—after all the work at each end required different skills from the operators. Yet stuck in their group structures at each end of the machine, they were each powerless to control it. They had lost their autonomy. They could not change anything without prior agreement with each other. Also, since they were in separate parts of the organisation, communications between the groups were inevitably poor and ineffectiveness crept in.

As far as education is concerned, suppose we provisionally define the primary whole task of teachers in a school as helping the young to social maturity. In this process the learning of academic skills has its part to play. But the rigid divisions that have sprung up in some schools between the pastoral (caring?) staff and the academic (teaching?) staff are clearly in defiance of this principle. It is often said that in changing to a mini-school structure the problems of workers in the factory, for example, where one group with one supervisor was responsible for feeding half-finished glass at one end of a machine and

another group with another supervisor was responsible for taking the finished product out at the other end.

Now we have to consider the case of the group working on a particular "primary task". Christian Schumacher claims that the best time for one of these workgroups is between four and 20 people.

"Studies of the effect of workgroup size on indicators of performance and satisfaction such as individual and group productivity, speed of decision-making, participation, mutual help, friendship, problem solving, flexibility of working and ability to achieve

consensus show clearly that once group size exceeds about 20 people (and for most of the above indicators, above 12 people) performance and satisfaction fall off significantly whether the group is an industrial group, a class of schoolchildren or a platoon of soldiers."

From schools' point of view this principle is important on two levels. First, of course, we might regard it as a guide to class size; but we can also regard it as a guide to the number of teachers, who can work together as a group. The principle does not necessitate that a school should never be bigger than 20 x 20, 400 teachers and pupils. What it does mean is that if a school goes above 400—or ideally above 144?—it should be split into small groupings. These smaller groupings can then take advantage of the advantages in resources that extra size gives an institution while maintaining the personal contact of the smaller unit.

From here we can proceed to the central principle that each of these smaller units should as far as possible be responsible for planning its own work. Industrially, decisions should be taken at the point of production unless it can be proven that they should be centralized. A large centralized institution will too often leave its members feeling powerless.

Similarly, those who have worked in small schools will know that one of their great joys is flexibility. Larger schools may need a central team to help with administration and decision-making, but many decisions now taken clumsily and centrally can be devolved. Mini-school teams could expect to do their own detailed timetabling, for example.

(Of equal importance is the chance that the smaller unit structure offers those wanting to bring the students in on decision-making. This vital preparation for life is almost invariably overlooked or found impossible in the centralized large school.)

From this principle it follows that primary workgroups should be given the means to evaluate their own performances. In schools the clearest need is for time and often help to sort out what standards (of all types) people are seeking to achieve and to compare results with these standards.

The point of all this of course, is not that these principles are laws like those of chemistry. Apart from the fact that there are other dimensions than the structural to be considered, we are adaptable creatures and will find the traditions of anyone who ties us down that tight.

What we can say is that the more of the principles you break in creating your school the less likely it is to succeed. Throughout this article I have used the mini-school complex as an example, but the principles are equally applicable to any educational institution.

I have not had space to discuss all the other principles, nor to go at all fully into their important implications. But at a time when the Brabant report is encouraging amalgamation schemes and failing rolls keep on falling it seems desperately important that some organization should prevail within any new groupings. I hope I have said enough to demonstrate the possibilities for education and will find the principles in relation to my own school, please contact me through the TES.

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"Studies of the effect of workgroup size on indicators of performance and satisfaction such as individual and group productivity, speed of decision-making, participation, mutual help, friendship, problem solving, flexibility of working and ability to achieve

we would expect authorities or schools to make known their policy on this issue."

Under the 1980 Education Act local authorities and schools will soon have to publish information about schools—probably from September 1982. The DES has suggested topics of policy on corporal punishment, examination results of secondary schools and policy on school uniforms.

Also, to help families check information about their rights, the Advisory Centre for Education has published an eight-page school check card to coincide with the next of the new term.

The card includes sections on meeting the teachers, information about the school, and what the school should provide. It suggests questions parents could ask to discover how or race discrimination in the school, and tells them what to do if they feel something is wrong in their children's education.

NEWS

Four sets of exam boards for 16-plus

by Bob Doe

The Department of Education has decided in favour of four groups of exam boards in England for the new 16-plus exam rather than three as some GCE boards preferred.

After hearing the various boards' views on how best to administer the new examination, approved by the Government in February this year, the Department recently told the boards a four group solution had the most support, and that there was no overwhelming objection to it.

Though as hard and fast boundaries have yet been drawn up the four groups are expected to cover the North, Midlands, London and Southern England from Sussex to Cornwall. They would coincide more or less with the present CSE boards and GCE boards whose offices fall within those areas.

There are exceptions to this to ensure that local authorities are included in the most logical or convenient group. Exam group boundaries will be contiguous with local authority boundaries.

Kent is expected to leave the South Eastern CSE board to join with the London group. The East Anglian board is likely to be split between the London and Midlands groups and Oxfordshire is likely to leave the Southern board for the Midlands group.

A three group solution was favoured by the COSCEC group of Cambridge, Oxford and Southern Universities GCE boards. They wanted fewer but bigger groups to make examining more economical.

The economy of scale argument was difficult to sustain, given that one group that was a forerunner, the Welsh board, is smaller than any other even under a four group solution.

No one can be sure how balanced in size the four groups will turn out to be. However, the Midlands group that Oxford and Cambridge are expected to work in may still attract more than its strict share of the entries.

Schools will still have freedom of choice between boards and it remains to be seen how far they

will switch to their area groups and how far schools retain allegiances to traditional exam boards. The three board solution would also have involved a difficult rapprochement between the Associated Examining and the London University GCE boards who would have been required to work in the same group.

The DES has also let it be known that they expect the Schools Council and HM Inspectorate to be involved in discussions about the "national criteria" boards would have to draw up for the new exam.

Some GCE board chiefs were known to be keen to exclude them from the planning stages on the excuse that the Secretary of State had suggested that they would be consulting them later about any proposals.

This will no doubt be good news to Mr Peter Jones, the Schools Council's new chief examinations officer, who took up his appointment this week. His job will include coordination of the Council's work on the new 16 plus.

Delicate negotiations are beginning to take place on these "criteria" between the various boards. They are particularly difficult as boards hitherto on opposite sides of the GCE/CSE divide have to get together. As yet, no one has approached for their groups in the intergroup talks.

Just how the national criteria will be worked out is not yet certain. It is suggested that there will have to be working parties for each major subject as well as discussion of certain non-subject specific criteria such as what each grade might represent in general terms or even what constitutes an acceptable subject.

Whether or not these discussions are under way by the end of this year is seen as a mark of whether progress on the 16 plus is well up to the kind of schedule laid down in the Weddell Report.

Five years were thought to be reasonable for developing and distributing new syllabuses and teaching the first batch of 16 plus examinees which would mean the first exam in 1986.

Uniform code seen as discrimination

Discrimination against girls through school uniform regulations is widespread, according to an article in *Where*, the magazine of the Advisory Centre for Education.

The writer of the piece, Mr Peter Newman of ACE, says that the most cited example is the refusal of many secondary schools to allow girls to wear trousers.

"Dozens of parents have complained to the Equal Opportunities Commission over this but with little success. . . Presumably the EOC's hostility over taking on a case of a girl's exclusion from school for wearing trousers is because it would bring the Sex Discrimination Act into direct conflict with the head's authority."

The article adds that it is "disturbing to find that some schools argue in favour of uniform in order to instil a set of values on children."

One school is quoted as telling children: "By wearing uniform you will look smart. This will enable you to feel pleased with your appearance, and make you feel that you belong to our school."

The Equal Opportunities Commission said this week that they had dealt with seven cases during 1979 of complaints from parents about girls being told they could not wear trousers and one in 1980.

In half the cases, the schools insisted upon uniforms and therefore in law there was no discrimination as they insisted on certain dress standards for boys as well as girls. In the other cases as well there were occasions where a school said "wear what you like but certain standards must apply."

"There is normally some kind of dress standard applied which makes it well-nigh impossible to prove discrimination," an official said. "We are concerned where punitive action is taken against an individual. We think that is going over the top."

Written off — then gained four O levels

Schoolboy Nicholas Lucy has passed four GCE O levels—without writing a word.

He broke his right wrist in an accident at home two days before his exams and the right leg, had fractured his O level classes. But Nottingham High School arranged for him to dictate all his answers to an adjudicator at home.

He had to give up four subjects at A level, the remaining five, failed his chemistry.

"It involved calculations which I found difficult to do with my left hand," said 16-year-old Nicholas of Charlotte Drive, Wollaton, Nottingham.

He took the English language exam just half an hour after leaving hospital with his wrist in plaster.



The picture which stirred the compassion of the Kenyan children.

'We can't watch these children die'

Twenty-eight children from a school in Nairobi have started a world-wide campaign to ease the plight of the starving millions in Uganda.

They are writing to leading newspapers throughout the world appealing for funds. We reprint their letter in its entirety.

June 25, 1980

Dear Editor,

This is a letter to ask for help. I was greatly moved to read in *The Standard* newspaper, Nairobi, Kenya, on June 16, 1980, with its enclosed terrible photograph of the starving children in Uganda. The headline stated "Doomed to die" and on reading the article I was very shocked that children like myself could be in such a state of starvation. So I am writing to your esteemed newspaper and others round the world, to try to make people more aware of the nightmare for the children of Northern Uganda.

The children in my class feel the same way, so we agreed to do something to help. Rather than watch them die, and throw down the oars, we said "poor things." We

have already decided to hold a Jumble sale and to hold other fund raising events in our school.

I cannot help on my own, but if readers of this letter could send a donation to East African Bursary Appeal Fund, P.O. Box 999, London EC2P 2BX, and mark the contribution St. Austin's Academy, Ndoto Road, Lavender, Nairobi.

And 27 other signatures.

ST. AUSTIN'S ACADEMY
 NDOTO ROAD, LAVENDER
 NAIROBI
 June 25th 1980

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From Shaminder Kalsey's letter.

Private school standards 'may have to fall'

Standards of private school education may have to decline to keep fees within what parents can afford, says Mr Tim Bowles, chairman of the Incorporated Association of Preparatory Schools, told its annual conference at Oxford on Wednesday.

But their standards of behaviour should remain higher than what children are used to at home, he added. This would be helpful to parents.

He urged independent schools to become more involved in their local community by letting local schools use their sporting and social facilities. And the announced an inspection scheme, proposed by IAPS working party, which would replace the recommendations of schools formerly carried out by HMIs. The

IAPS now represents 440 prep schools.

Mr Bowles, head of Bromfield School, near Bedford, said independent schools' biggest problem was the declining upward spiral of fees. Standards could be maintained by putting up fees three times a year if need be, but the question now was whether the high standards of private schools were becoming too expensive for parents.

"I will dare come a time, or it is already come, when we must stop increasing our fees and concentrate on providing an education at a cost parents can afford."

Parents would benefit if independent schools unashamedly set higher standards of conduct than children were at home. A letter to parents of six pupils listing boarding pupils' bad habits would help them get their

children off at the proper time. On the sports field particularly, where standards had plummeted in recent years, schools had to counter the effect of unacceptable behaviour by schoolboys' heroes.

The IAPS already inspects schools very thoroughly before admitting a head to membership. Mr Bowles stressed, this was necessary since HM Inspectorate stopped overlooking "grave concerns" as efficient descriptions to accredited schools.

But now the association was proposing a re-inspection scheme to fill the vacuum left by the departure of HMIs from the independent sector. The conference voted to amalgamate with the Association of Headmistresses of Preparatory Schools next January 1. The AHPSP, which has 130 members, is expected to pass a similar resolution next month.

Graduate rush for teacher training places

by Bert Lodge

Applications from graduates to start teacher training next month are still pouring in at the rate of 250 a week.

Up in this week 16,000 applications have been received compared with 15,000 last year. The number of science graduates opting for teaching is up from 2,303 last year to 2,782 and for maths up from 1,000 to 1,230.

Miso Beryl Sowerbutts, director of the Central Clearing House and Graduate Teacher Training Registry, said they were also receiving many inquiries from students wanting to start BEd courses in October. Applications were nevertheless 27.7 per cent down compared with this time last year, mainly the result of changes in O level English and maths being obligatory from this year for admission to a BEd course.

The decline in applications to BEd science courses is even steeper but this is balanced not only by the increase in BSc holders keen to do a postgraduate certificate in education but also by the response in the Government's appeal to mature people with useful skills and science qualifications to take the crash one-year teacher training course. This was begun in 1977 to try to combat the shortage of teachers in these subjects.

This year more than 700 graduates aged 28 or over applied compared with 480 last year. The number at the centre up to last month took up the entire sum of £3.6 million budgeted for this year, leaving about 60 candidates still unprovided for.

They were saved however when Dr Richard Boyson, junior education minister, announced last week that he had succeeded in finding within the DES another £350,000 to finance their training.

Miss Sowerbutts said this week that she regretted the reluctance of the DES to make available more shortened BEd courses for mature candidates without degrees but with useful experience in Higher National Diploma.

Up to this summer a part of the Government's crash retraining programme a one-year non-graduate certificate in education course had been available to those in maths and sciences but this had stopped.

Union bid to meet Prior over jobless

Leaders of the National Union of Teachers are seeking an urgent meeting with Mr James Prior, the Employment Secretary, to discuss ways of alleviating unemployment among school leavers.

As last week's unemployment figures showed an increase of 78,000 school leavers still out of work, compared with the previous year, the NUT is demanding that extra measures be made available immediately for the Government's Youth Opportunities Programme.

The move to seek a meeting with Mr Prior was unanimously agreed by the union's executive at the weekend, during which union leaders passed a motion expressing grave concern at the high level of youth unemployment.

Teachers' leaders are particularly anxious that youngsters with special scientific, technical, mathematical or linguistic skills should not waste them and should be provided with school or college-based work opportunities schemes if they cannot find a job.

Mr Fred Jarvis, the union's general secretary, said: "Teachers want to see their pupils going off into rewarding careers." He added that the Government "should do something quickly to remedy the situation."

NEWS

Council blocks parents' bid to aid schools

Labour-controlled Barnsley education committee has banned schools from using money raised by parents to buy textbooks.

The committee agreed to a resolution from Barnsley District Trades Union Council opposing the use of funds raised by parents to provide basic essential "Library" items such as stamping equipment, mimeographs and telephones, may be bought.

The trades council argued that using such money for necessities would "reduce the Government's policy of reducing education expenditure."

Mr Jack Brown, the local TUC member for the education committee, said the resolution had been put because a headmaster in the area had suggested using money raised by parents for textbooks.

Parent/Teacher Association proposes a rules change Absent governors would be dismissed

by Richard Garner

School governors should be dismissed and become ineligible for re-election if they fail to attend three consecutive meetings and have no adequate explanation, according to the National Confederation of Parent/Teacher Associations.

The call is made in a paper submitted to the Department of Education at a time when it is looking at how schools will be run in future.

In the paper, submitted as the DES prepares new regulations for schools and parents on school governing bodies, the confederation says: "We are convinced that a minority of governors do not appear for an attending meetings. In our opinion, we cannot afford the luxury of absent governors, no matter how worthy they may be through past political or other public service."

The paper says that parents

should serve out their full term of office, even if their last child has left the school towards the end of it.

Teachers, however, should resign the moment their employment with the school ceases. In the case of head teachers, the confederation says it hopes the majority will become members of their school's governing body. The DES is hoping to publish its new regulations before the end of the year, although no date for them to come into force has yet been fixed.

This week, too, the National Council has urged schools and local education authorities to allow parents to see their children's school records after the discussion paper issued by the DES outlined suggestions for what information schools should publish about themselves.

Mr Jeremy Mitchell, the council's director, said: "The NUT wants to see records would generally be open to parental inspection as appropriate but at the very least

we would expect authorities or schools to make known their policy on this issue."

Under the 1980 Education Act local authorities and schools will soon have to publish information about schools—probably from September 1982. The DES has suggested topics of policy on corporal punishment, examination results of secondary schools and policy on school uniforms.

Also, to help families check information about their rights, the Advisory Centre for Education has published an eight-page school check card to coincide with the next of the new term.

The card includes sections on meeting the teachers, information about the school, and what the school should provide. It suggests questions parents could ask to discover how or race discrimination in the school, and tells them what to do if they feel something is wrong in their children's education.

Skills scheme move to help offenders

A pioneering scheme which gives classes in literacy, numeracy and social skills could help young offenders, say on the straight and narrow path on the left-hand side of the road.

The National Association for the Care and Resettlement of Offenders, in a report published last week.

What the scheme was set up in Wiltshire in October 1977, by NACRO and the Wiltshire Probation and after care service, the Home Office estimated that 20 per cent of those in "prisons, borstals and detention centres had a reading age of less than 10."

The centre, manned by volunteers, has taken more than 70 students since it opened and few have re-offended. Most leave to take up full-time employment or go on to vocational courses.

Advice of paid advisers about selecting classroom books is ignored

Which textbook? Staff are baffled

by Bert Lodge

More than half of teachers find their paid advisers useless when it comes to buying textbooks, and almost another third attach little value to them. The visit to schools by publishers' representatives is also regarded as of little or no use by nearly 40 per cent of teachers.

The findings come from a survey of 33 primary and secondary schools in Rotherham and Sheffield by the Centre for Research on User Studies at Sheffield University. It also shows that primary teachers regard the head often being the only one to see publishers' samples, but after a third of class books are bought on the advice of colleagues, with 60 per cent of teachers taking no notice at all of advisers' recommendations.

Teachers' catalogues were considered "moderately useful" by the vast percentage of respondents but reviews of books through having "barriers" buying consortium in the survey indicated that far from teachers suffering from a lack of information when faced with selecting books, they were overwhelmed by the array of information provided. It recommends more publicity for sources of

information, more local facilities for inspection—including time off school occasionally—and in-service courses in book selection. Publishers' catalogues should be streamlined.

Two-thirds of teachers thought it was their job to advise them on books, while the remaining third thought they had too much to do already. These teachers also thought books reflected the policy and curriculum of the school and should not be interfered with by the adviser.

Only 3 per cent of the 136 teachers questioned found advisers useful on books. The report comments that over half the teachers found advisers no use about books, many of them to advisers. One teacher refused to comment on the subject at all while another called them "a redundant force". Many informed with little to tell the teacher.

"Indeed, some claimed... it was the teacher who told the adviser about the books and not the other way round. Some teachers claimed advisers to be kept out of school."

Though 11 per cent of teachers who saw representatives found them of no use, this view rose to 40 per cent among science teachers.

By contrast, 40 per cent of geography teachers found the representative's visit very useful.

It was found that 21 per cent— "a high proportion" comments the report—had seen on representatives at all in the previous year. They were all primary teachers. "Orlin primary teachers would only see a representative when they were acting as deputy head, or if they had special responsibility for a subject. In these instances the head might call them in to see the books."

The head told most of the book purchasing in primary schools, the survey found, though special teachers may have responsibility for particular subject areas. "This system was not always effective, however, as in the case of one teacher with responsibility for reading who had never asked for a book to be bought."

Researchers found that the most common complaint about representatives in primary schools was that only the heads saw them.

Colleagues in the same school were chosen as a very useful source of information by 36 per cent of the survey, but nearly 40 per cent said they valued tips on books from teachers in other schools.

No teacher admitted to being greatly influenced by advisers' recommendations and 60 per cent said they took no notice. Yet it was found that "advertisements had a psycho-

logical impact—'if it's in The TES it must be good' suggesting that the effort of an advertisement depended a good deal on the nature and status of the publication in which it appeared."

Among secondary teachers, 68 per cent had read reviews in The TES and 34 per cent of primary teachers.

While Sheffield operates a relatively free system in which teachers mainly use local bookshops, Rotherham schools are contracted to buy most, in some cases all, their books from the Yorkshire Purchasing Organisation at Wakefield. This is a representative of the survey found, and use of the YPO bookroom appears to be confined to Rotherham primary teachers.

Publishers' catalogues were accessible to 96 per cent of the respondents, though in primary schools it was found that only one in five of the head's office, in one case the head admitted to sifting catalogues to remove those he considered unsuitable before circulating them among staff.

Half the English teachers in the survey received catalogues as "hand" and 61 per cent of all respondents wanted to see a reading age indicated for a book.

A survey of the methods by which teachers select books, Centre for Research on User Studies, Sheffield University. £6.

Adopted illegitimate children fare best

by Diane Spencer

Poverty is a more important factor in a child's development than illegitimacy, concludes a report published this week by the National Children's Bureau.

Children in Changing Families is the latest in the series of the National Child Development Study (NCDS) which monitors the progress of 16,000 children born in Britain in the first week of March, 1958.

This report studies 640 illegitimate children and compares the lives of 1-year-old children who, at seven, had been grouped into three categories: illegitimate children, adopted illegitimate children, and adopted legitimate children.

Adopted children tended to be better off because rigorous vetting procedures were used to place them in 1958. They had the advantage of better educated, higher income and smaller families than their counterparts, says the report.

In all five areas of the study—family circumstances, home background, physical development, school achievement and social behaviour, adopted children fared the best.

The majority of the children in each group lived with two parents at the age of 11. But one in seven of the illegitimate children had a change in parental care between seven and 11 compared to one in 20 of the legitimate children; and one in 25 adopted children.

Adopted children moved to better housing whereas illegitimate children frequently changed for the worse: out of owner occupied houses, over 50 per cent moved to council housing.

Five times as many adopted children lived in middle class homes at 11 as illegitimate children. One in four illegitimate children lived in overcrowded conditions with 43 per cent sharing indoor lavatories, bathrooms or hot water. One in three of the 11-year-old illegitimate children were living on poverty incomes.

Children in Changing Families, Lydia Lambert and Jane Sreether, NCB series, Macmillan, £12.50 hardback, £4.50 paperback.

Children of mothers who smoked ten or more cigarettes a day after their fourth month of pregnancy did less well in mathematics and reading than children whose mothers did not smoke, says another NCB report.

Smoking during pregnancy can be associated with children's development 16 years later, according to Mr Ken Fergusson in an article in the bureau's journal Child Care, Health and Development.

Earthbound spirit

by Hilary Wilce

The smallest aeroplane on show at the Farnborough air show this week, The Spirit of Truro, is believed to be the first aeroplane ever built by British schoolchildren. But the single-engine, two-seater trainer has been damaged by ill-fortune ever since it was finished. Early in the summer, strong winds put paid to its planned maiden flight before the press, and now insurance costs have prevented it getting airborne at Farnborough.

The aircraft took a team of 80 boys from Truro School two years to complete. It is built of wood and canvas and cost about £4,000. The project was the brainchild of the school's head of design technology, Mr Dennis Keam, who feels strongly that technical studies are undervalued in Britain's schools and who wanted to arouse his pupils' interest with a dramatic, large-scale project.

In the United States of America, where many more people own and fly light aircraft, it is not unusual for schoolchildren to build aeroplanes.

The aircraft took a team of 80 boys from Truro School two years to complete. It is built of wood and canvas and cost about £4,000. The project was the brainchild of the school's head of design technology, Mr Dennis Keam, who feels strongly that technical studies are undervalued in Britain's schools and who wanted to arouse his pupils' interest with a dramatic, large-scale project.

Mr Ann Ward, chairman of the ILEA's further and higher education sub-committee, said this week: "Our duty to the employers of inner London requires us to charge the full economic cost of courses in students from these outer areas if support them."

Among the new courses being offered this year is an appropriately named one on how to make your money go further. This is being launched at the Oxford House Centre in Ruislip, Greater London, an area of high unemployment in South Wales.

New courses available in inner London include a course on "Your Police" at which between 100 and 150 pupils will be trained in the use of a police car and its alternatives. Pupils will also be given a heart attack and how to use the defibrillator in case they will be instructed in first aid techniques to avoid a second attack.

Next Monday is International Literacy Day. Literacy schemes in England and Wales will be celebrated by mounting exhibitions and events. The Adult Literacy and Basic Skills Unit, the Ministry of Education, is planning a series of events in England and Wales to mark the occasion.

Personal column

Catch as Kant can

Teachers this week began the mammoth annual task of speaking the first few of the three million or so words they will utter to their classes during the coming year. That is a very rough guess, of course, but given about 200 days in the school year and some four-and-a-half to five hours a day of "teaching time" as opposed to all the other things teachers have to do, it makes, at a conservative estimate, at least 900 hours of close contact.

Putting together several studies of teachers at work Ned Flanders, an American researcher, formulated a rule of two-thirds: two-thirds of the time someone is talking (600 hours), two thirds of that time the teacher is talking (400 hours). At the BBC's going rate of 120 words per minute that adds up to about three million words, give or take a few ciphers (see below). It is nice to think that having said "Good morning 3B" the year is really underway with only 2,999,507 words to go.

Most of teaching is a similarly cumulative. One analysis of teachers' questions found they asked on average 350 a day, which, if repeated, means 70,000 a year. As my five-year-old son observed when I bombarded him with questions after a children's television programme, "You don't know anything." I was only trying to nurture the little genius's intellect.

The most creative genius on earth could not fashion 70,000 original questions each year, so many of them are inevitably repeats. Some researchers divide questions into "open" and "closed". The most open question I ever heard was asked by a zealous student teacher to a stunned SZ at a local compa-

"What, then, is the meaning of life?" she inquired. Rest in peace Immanuel Kant, SZ are on to it. John Holt criticizes teachers for asking largely closed questions to which they already know the answers. The greatest exception to this rule was my childhood teacher Miss Blenkinsop, now no longer with us, dear soul, but no doubt asking the Almighty 70,000 times per annum. She knew the answers to all of her questions. "Just tell me you," she would say cheerily as we pointed out her fifteenth error of the day. Perhaps she is down in the other place quizzing the wicked until the Day of Judgment.

As part of the DES-funded Teaching Quality Project we asked teachers to report on and analyse their own questions. They did it ably. It always occurs to me that teachers tend to underestimate their own professional skill. Many are for years skilled than they realize, but because the skills are of communication rather than manipulation they assume any fool could do the job.

Another part of the project was to watch teachers starting off with their new classes. We observed 100 lessons given by experienced teachers in the first few days of the school year and then 200 lessons given by students at the beginning of their teaching practice. The differences were quite staggering. Few experienced teachers realized how quickly and competently they had set up relationships, established rules, put out messages. By contrast I saw one student teacher dismantle a well-established successful laboratory class within 15 minutes of her first lesson. Pupils were writhing with each other for bunsen burners where previously they had worked in an interested and orderly manner.

NEWS

Government reaction to child health report 'unfortunate'

by Diane Spencer

A leading expert on child health has condemned the Government's reaction to the report by Sir Douglas Black, president of the Royal College of Physicians on inequalities in health as lukewarm, negative and politically unfortunate.

Professor Donald Court, former president of the Paediatric Association, and author of a major report on child health care, said this week: "Frankly I am not at all surprised by the Government's reaction but I think it is quite unrealistic in the present or any foreseeable economic circumstances."

Sir Douglas Black's team included Professor Peter Townsend, of Exeter University, Dr Cyril Smith, secretary of the Social Science Research Council and Professor J. N. Morris, of London University.

The report recommends: "Free school meals for all milk schemes beginning with couples with their first infant and young children in big families."

A child accident prevention committee; funds to be provided to the Health Education Council for child accident prevention programmes.

School health statistics should provide, in relation to occupational class, the results of tests of hearing, vision, height and weight.

Savings from cutting school population should be used to finance services for the under-fives. The Government should ensure that local authorities provide a minimum number of places in day-care, re-organized to meet needs for education and care.

Health authorities should encourage more mothers to use ante-natal and child health clinics.

Health education in school should become the joint responsibility of local education authorities and health authorities.

Tougher measures to reduce cigarette smoking including banning of advertising and sponsorship.

Sir Douglas Black thought Mr Jenkins's response to the report was "a bit of a let-down" and said that the figure of £2 billion assumed that all the recommendations would be implemented at once. More than half of them involved a transfer of administrative action and would need no more money, he said.

Inequalities in Health, is available from Policy and Planning Unit, Room D403, DHSS, Alexander Fleming House, Victoria and Castle, London, SE1 8E, 50p postage.

Mr Patrick Jenkin, the social services secretary, has stated that the report will not be implemented. In a brief foreword to the report he regretted that there had been little sign of health inequalities actually diminishing. But

As the new term

starts, Personal Column

returns with two new writers.

This week Ted Wragg,

professor of education and

director of Exeter

University's school of

education



Professor Elmer Padant, the world-famous German philologist, is in pursuit of the origin of a new phrase which has entered the English language recently and whose etymology he and his team are finding elusive. "Ya heh many examples of ze phrase 'making a clegg' reported to our researchers" he told me recently. The word seems to mean something like "a small but significant error deriving from false information".

The Germans think they have traced it back to the Old Icelandic "klegg" meaning, in loose translation, "a bit of a hang-up". But Professor Padant is still not entirely satisfied with this explanation. "Zere is already evidence of semantic change," he went on. "For example, ze word is sometimes used as a verb meaning 'to inflict punishment and vilification on a person or person'. One of our researchers overheard ze expression 'Ze Prime Minister is putting on her steel-capped boots, so I think she is going to clegg some civil servants.' Oir

Yorkshire researchers have reported ze phrase 'a reight clegging'. It is very confusing." The British Standard Institute is attempting to quantify "a clegg" as a unit of measurement like amperes and kilograms. A figure of 4 per cent has been suggested.

In the wake of local authority cutbacks Synchronise has announced there will be only one primary post available next year. So far 16,749 applications have been received. As part of a move towards more democratic control of the appointment of teachers by the elected members and less professional interference, brand new interviewing procedures are being introduced. With Elopeth Scottgood get the job? Watch this space for a sensational world exclusive on what happened when 30 candidates came for interview.

Next week: Mary Warnock, senior research fellow at St Hugh's College, Oxford, who chaired the committee of inquiry into special education.

OUR AIM IS TO TEACH

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The Rockwell AIM 65 microcomputer is teaching microprocessor engineering technology in schools, universities and colleges throughout the United Kingdom. Its interactive features prompt the student each step of the way to successful programming. The 20 column printer gives a permanent record of work done without laborious note taking and an optional TV interface allows viewing to groups.

AIM 65 uses professional techniques and is designed for serious students wishing to make electronics their profession. Starting at only £280 it is the most competitively priced equipment available.

A large variety of optional extras can be added and a full educational system would cost about £500. The machine is supplied complete with comprehensive manuals and several additional text books are available.

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Bob Doe reports on the British Association's annual conference at the University of Salford

End early specialization in schools, says president

The "absurdly early" and largely irreversible specialization in our secondary schools has to be abolished, Sir Fred Dalton, President of the British Association said when he opened its two hundred and forty-ninth annual meeting this week at the University of Salford.

The choices that society had to make now and in the future would increasingly have to take scientific considerations into account.

This meant scientists would have to see and communicate the social relevance of their work and that the public would have to be able to understand it.

"More scientists need to develop means of simple and interesting

exposition, a skill which cannot be easily accomplished—if languages, literature, and the social sciences are decisively minor activities or even non-existent in the curriculum of the 15-year-old would-be scientist in our schools."

Equally, he said, it was not realistic to expect the scientist to simplify something as complex as the risk of radiation for anyone without an elementary knowledge of graphs and statistics.

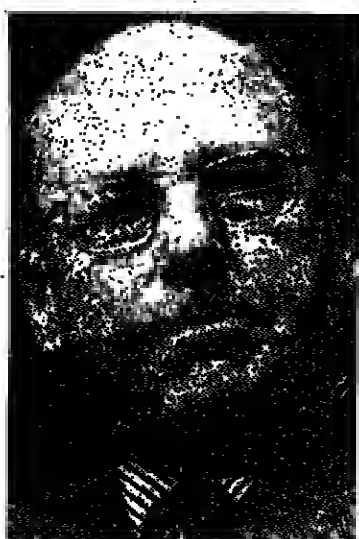
"Yet it would appear that for many pupils we curtail the study of these subjects and have allowed shirtings of good teachers of mathematics and science to develop in ways that are little short of disastrous for future decision-making

and for the industrial and economic development of our country."

Young people did not want to specialise so early, he claimed. "The steady rise in the proportion of sixth formers aiming at mixed A level as they are voting with their feet."

"This could be greatly facilitated if entrance requirements to higher education were less narrowly drawn."

While this might mean students knowing less about science on entry, they should be able to reach higher levels of understanding more quickly. "Even if this were not so, what is wrong with lengthening the academic year from 30 to 40 weeks?"



Sir Frederick Dainton: Scientists would have to see and communicate the social relevance of their work and the public would have to be able to understand it.

Reaping the profits

Education is a good profit-making business and not a drain on the national economy, argued Dr C. Psacharopoulos from the London School of Economics. Cuts in education spending are a misguided political expedient based on myth and "anecdotal impressionism," not supported by the facts, he said.

Education is a profitable investment, he told the economics section, though while the costs were fully visible the benefits were some times a little elusive.

Education enhanced productivity. The better qualified in each occupation and among the best employed earned more. A typist with a degree was a better typist, he claimed.

The idea that more and more education just produced more and more unemployed graduates was not accurate. "The incidence of unemployment is indeed high among the young educated. However, the duration of such unemployment is short. Nearly every graduate finds a niche in a matter of weeks or months."

Set against a lifetime's extra earnings, this early loss of income was trivial.

Dr Psacharopoulos' own research based on the United Kingdom Government General Household Survey indicated that private schooling is also a good bet. On average those who went to independent schools earned an average of 13.8 per cent more than those from state schools. His conclusions were that it was definitely worth the families' initial outlay.

Generally education did have a substantial role to play in success in spite of the claims of the Harvard sociologist, Jencks, that education does matter.

His own work suggested a direct effect on income levels from education three times larger than that of family background. That background did have an indirect effect, however, by affecting levels of educational attainment.

Schools 'can stop the rot'

Schools must stop the rot that is shrinking Britain's share of world markets, Sir Iwan Maddock, secretary of the British Association, told the education section.

"The rot starts in schools and schools must help to find the solutions to it," he said after giving a sorry catalogue of low productivity, increasing import penetration and collapsing national industries.

Schools had to prepare the young today for a world in which they might have to face two or three different careers and when rates of change would be unimaginable.

Scientists had to be given the flexibility to tackle whatever problems came their way. He spoke of an end to "specialisation and the tyranny of memorising facts" and a move to learning how to find out.

He called for teaching that was firm on fundamentals but interdisciplinary to approach to show how different subjects interrelated. But he questioned whether the right teaching methods or even the right institutions existed in this country. Most had been designed for periods of much more gradual rates of technological change.

Call for more 'science for citizens'

Science teachers cannot make their lessons more relevant to the real world because they know a little about it, the British Association heard from an eminent science master this week.

Mr John Lewis, senior science master at Malvern College, said in his presidential address to the education section that over the past 20 years science teaching had become more widespread, more like what scientists do and more fun. But by concentrating on "science for the inquiring mind" and being too inward looking it had failed to show the relevance of the subject to the world outside the classroom.

What he called science for action and for citizenship had been neglected.

"Science for citizens is concerned with all those issues of vital importance today to which citizens, in a democratic society, will necessarily have to make decisions. Our science teaching has failed almost totally to prepare young people for them."

"We teach about radioactivity because we can provide experiments which give evidence for alpha, beta and gamma radiation and we study the properties of the radiation. But we were no good at devising school experiments on fission and therefore O and A level

exams failed completely to refer to something in which the whole of our future energy requirements may depend."

So much of the nuclear debate in this country is emotional and ill-informed—and yet what are we doing in schools to prepare citizens of the future for debate of this kind? As teachers we have a heavy responsibility and I do not think we have fulfilled these responsibilities in the past."

Mr Lewis was not suggesting that all science teaching should be turned over to teaching science for citizens. "We need good scientists and good engineers as much as we ever did and it would be foolish if we were to produce a generation that could talk about science but knew none. All I am proposing is that perhaps 10 per cent of our existing courses should refer to these wider social aspects."

School science teachers were to blame for much of the bad image



Anti-nuclear demonstrators: well-informed?

Engineering bias criticized

School technology is biased towards engineering, Professor W. H. Dowdeswell, emeritus professor of education at the University of Bath, told the education section.

Contrary to popular belief, he said, biology could be the ideal introduction to technology. "Biology is associated with some of the oldest technologies known to man—agriculture and medicine."

Applications of simple biological principles to modern technology, such as the production of antibiotics, were also mentioned.

Will chemistry become a dead science?

Is chemistry a specialist subject subject to the same fate as Latin? The answer is not good, according to Professor D. J. Waddington and Dr J. A. Leach, both of York University.

The "dead science" of chemistry, called for by the Government, the Association for Science Education and Her Majesty's Inspectors, all pointed to integrated science. Failing that, and shortages of physical sciences teachers made it all the more inevitable and they warned of an imminent reduction in the overall quality of science education.

They spoke of the administrative pressures towards integration. The change to integrated science would spread to twice over overnight the specialist teacher shortages as the

social and economic importance lent themselves particularly well to school technology studies.

Professor Dowdeswell also called for more attention to training children in personal relations in a technological society. A minimum of one hour a week devoted to this should be part of the core curriculum in the last three years of secondary schooling, he said. It should be beyond age education and the individual and the father the community and the world at large.

More abundant biologists took over most of the teaching of science. The Inspectorate's secondary survey had combined of significant numbers of science teachers, but teaching their subjects properly.

How many would resist a subject with which they were less familiar and better, Professor Waddington and Dr Leach asked.

Nevertheless they advise chemists to take part in the "thinking of the best interests of their subject and ensure that it is not completely overhauled."

The universities too could help ensure that the upheaval in science courses that is pending resulted in improved courses.

SOME TEACHERS USE A TRS-80 ALREADY THEN AGAIN SOME DON'T

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If you don't, could it be the price?

Not when £385 buys a basic system

Installation problems?

Hardly, you just plug it in

Perhaps you've never used a computer and can't

see what use it would be in your school

O.K. Then give a few moments to the teachers of Walsall, a go ahead borough committed to micro-computers in education.

In discussions with these teachers certain words kept recurring: "versatile" "flexible" "reliable" "exciting". But above all it was the TRS-80's "accessibility" that clearly impressed most.

The way in which pupils - or teachers with no previous computing experience could use a TRS-80 within hours. A real computer capable of performing all the functions of its bigger relative but "not at all frightening or imposing, just great fun to use." As the same teacher put it, "you have to prise the kids off it when it's time to go home."

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NEWS

Micro-electronics could mean new posts Chips revolution unlikely to hit teaching jobs—yet

by Richard Garner

Teachers' job prospects are unlikely to be affected by the micro-chip revolution for at least the next decade—II at all, according to a new report.

The 400-page document, "Chip Technology and the Labour Market", produced by an international consulting group, Metra, delves into the consequences for employment of the introduction of micro-chip technology.

On education, the report concludes that the slowest and difficulty of introducing significant developments in the school curriculum means that there will be no changes in the employment of classroom teachers although time-sharing for micro-electronics will see some prominence.

It adds that there will be a demand in further and higher education for more long and short-term courses on micro-related topics and an additional demand for curricular and recreational courses if

the change in working patterns lead to greater leisure—as seems likely.

It adds that although research in France has shown that computers have sometimes replaced primary school teachers, this is unlikely to occur at this early stage of development in Britain.

It says it may take eight years to produce an individualized primary school mathematics course for Britain. "It seems unlikely that the problem of producing an interactive computerized teaching programme can be solved more quickly."

In addition, computer aided instruction has been reported as having limited applications where it has been tried, and it has a poor reputation with teachers. Employment effects in this area cannot be expected in under 10 years.

It concludes that more courses on computing will require teachers with new skills gained either in initial training or on retreading courses with "a positive employment effect amongst teachers and teacher trainers".

Less cash for race aid programmes

by Diane Spencer

Expenditure cuts are hampering local government efforts to combat racial disadvantage, the Association of Metropolitan Authorities says in its evidence to the House of Commons committee on race relations and immigration.

Day care for the under-fives, special fostering schemes for black children and plans to improve housing will all be badly affected by the cuts.

"Local government's role is becoming more problematic because of the reduction in financial resources which creates a climate

in which a policy of positive discrimination becomes simultaneously more necessary but more difficult to pursue," says the association.

Although nurseries and play groups are not specifically aimed at children from ethnic minorities, their positive influence is especially useful, particularly for children whose mother tongue is not English. "But the development of day care is at a standstill and in some areas being cut back."

Campaigns to recruit black foster parents have been recently successful in London, but more effort is needed if there is to be any real improvement in the quality of care for black children who are "over-represented" in community homes, says the report.

The association is "deeply concerned" about the inevitable deterioration of the country's housing stock because of the cutback on the housing investment programme over the past 12 months. "Households of new Commonwealth origin will clearly be adversely affected by the latest Government expenditure proposals to cut back even further."

The association favours an expansion of the Urban Aid programme and a reform of section 11 of the 1966 Local Government Act. It also is in favour of local authorities maintaining ethnic records.

Second chance

For 10,797 teenagers a "second chance" course paid off when they passed the Business Education Council general examination this summer.

The council says this was 78 per cent of the total number of candidates and the increase in number of full-time students from 35 to 47 per cent indicated that unemployed school leavers saw the value of taking the course and enhancing their job prospects.

Parent and council bury hatchet after court battle

A parent who sued Haringey Council in north London over the refusal to reopen schools closed by the municipal workers' strike in the winter of 1978-79 has reached an out-of-court agreement with the council.

Dr Thomas Meade was the leader of a parents' group who took the council to the High Court in February 1979 in an unsuccessful bid to force them to reopen more than 100 schools, shut because of the strike.

The Appeal Court later ruled that the schools should not have been shut. Now Dr Meade and the Labour-controlled council have made up their differences.

In a joint statement of compromise the two sides said that Dr Meade would halt his two legal

Graduate job scene stays buoyant in recession

Graduates are still in demand despite the recession—this is the message from the publisher of Graduate Opportunities who says a record number of 650 employers have taken entries in its latest edition, published this week.

Mr David Jowett, chairman of the Standing Conference of Employers of Graduates, said companies looked much further ahead than most years when they recruited graduates; they were concerned to employ the next generation of top managers and would not be deterred by what may turn out to be short-term economic difficulties.

More graduates are leaving polytechnics with good qualifications and they seem to be weathering the unemployment storm better than most.

Figures just released by the Central Services Unit for University and Polytechnic Services show more people left polytechnics from first degree and higher diploma courses in 1979.

But the number who had not found work at the end of the year was about the same proportion as at the end of 1978, and more than 50 per cent of polytechnic graduates went straight into permanent work, while just 7.9 per cent were unemployed at the end of 1979.

Survey shows women still lower paid

Most women still work in low paid occupations in spite of legislation about equal pay and opportunities, says a report published this week by the European Centre for the Development of Vocational Training.

These inequalities are caused by:

- the limitations of maths and science teaching for girls;
- narrow and traditional career counselling;
- the attitudes of parents, husbands, children, teachers and friends which discourage individual initiatives;
- domestic responsibilities which limit home and child care work;
- the necessity to follow husbands when they move to another town after changing jobs.

The report is based on a survey conducted by the Manpower Services Commission's training programme in Britain designed to overcome these difficulties and help women to compete for better jobs.

Equal opportunities and vocational training, published by CENFOR, is available free of charge from MSC, Training Services Division, 25 Whitehall Street, London W1A 2AA.

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Our long-established French programme is well known and in '81 we have many new tours and have introduced new excursions.

For the first time we have a separate brochure with a greatly extended range of visits to Italy and Greece concentrating not only on the well-known classical cities but also on centres off the beaten track.

Our new America '81 brochure offers some really exciting possibilities either staying in the homes of American families or travelling around the USA by air-conditioned coaches on our "Tour America" programmes. Amazingly, 17 days including full board and a complete programme of excursions, visits and entrance fees can cost as little as £411.

Our Sportsbreaks '81 brochure was published in May and is already heavily supported. We expect that 10,000 sports enthusiasts will travel to the continent with Sportsbreaks, playing not only soccer, rugby and hockey but with swimming, volleyball, netball and basketball playing an ever-increasing role.

Finally, if either your school party or your family and friends have not booked a ski holiday, we have space for you to Italy, Switzerland or Bulgaria with details in one of our other Adriatic beach resorts, the Italian Riviera, the Italian Mountains, Athens and Glyfada, Agnina, Grand Classical Tour of Greece, Corfu, Crete and Rhodes.

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Sports Diary

Eric Midwinter looks at the sporting attitudes at comprehensive schools

Training for the battle of life —on the playing field

One fervent hope among the many I entertained for comprehensive education was a possible end to the glorification of the eleven. One hoped for an emphasis on the other 700 odd, and a phasing-out of the exclusive horrors of grimly developing the "best fifteen" or the most magnificent eleven.

Interestingly, this would have been a resurrection of the pre-Victorian sanity of sport being more regarded as "disporting", or actually enjoying oneself. It was meant as diversion; the somewhat pally competitiveness in sport, at national down to school levels, is not of long standing.

Rugby never played another school at rugby until late in the nineteenth century. In 1796, after the Eton eleven had been thrashed by the Harrow team, they were also soundly beaten by their headmaster, who had strictly prohibited the fixture—a case of adding injury to insult which even STOPP would find difficult to fault.

Our ancestors understood the role of sport much more thoroughly and clearly than we seem to do. Sport was a diversion and what it diverted was attention away from military training, economic activity and social discipline. In 1541, during Henry VIII's reign, an Act of Parliament expressly forbade the playing of games by artificers, labourers, apprentices and servants, except at Christmas, and then only in the presence and home of the master—country persons having invented now and crafty games by reason of which archery is decayed.

Now we realize that the keen cricket captain might be also the enthusiastic equine leader (as the classic scholar might be also the well-ordered administrator), not because one coached for the other, but because the same characteristics were required for success in like activities. But the fallacy persists. Only a few years ago a physical education teacher told me he insisted on putting youngsters for for-

getting or not having kit, because "when they get work on a building site it will help them to remember their tools".

The most celebrated expression of transference, anachronistically attributed to the Duke of Wellington, who was much too common-sensical for such nonsense, is the one about Waterloo and the Playing Fields of Eton. Some now think it was not chivalry and honour that the corner had in mind, but the fact that, at least pre-1914, the vicious nastiness of the Eton's sword came nearest the awful reality of battle.

But the "muscular Christian" gloss was a later beatification, a virtue mothered by the necessity of finding physical outlets for youthful energy, to forgo their domestic pleasures—in particular riding, fencing, fishing and hunting. They resorted to the folk-games of their servants and of their infancy: hence the beginnings of the football codes and of cricket.

Unluckily, this happened just prior to the time when Darwinism seemed to endorse menliness, and Herbert Spencer's text of the "survival of the fittest" was widely accepted. "Rivalship and emulation render excellency" had quoth Adam Smith, and team games gradually came to be regarded as a sterling preparation for the battle of life.

The transformation of sport into an excuse for embittered rivalry, tricked out with false notions of

honour, has eventually led us to the contrary nastiness of the Olympic Games and the Lions' Tour of South Africa; the crude tantrums of Wimbledon; the brutality of some high-level Rugby Union encounters; the discourtesy of the New Zealand/West Indies test; and in error that disgraceful convulsion of language, the "professional foul".

The World Cup Final of 1978, the pinnacle of the sport, averaged a foul a minute. When Notts Forest beat Liverpool in the League Cup with a disjuncted pony, a season or so back, a Liverpool player waxed furious at such nonsense, and in error that disgraceful convulsion of language, the "professional foul".

How sentimentally that would be regarded now by, for instance, the teacher in charge of the schoolboys XI of one of our great cities. "What's up with you, Blaggs?" he bawled in my (and everyone's) hearing from the line. Are you bloody ESN or something?"

Such olde wride charm is never far distant from much school sport, as it constantly reflects and is dreadfully influenced by the professional dimension. What is, however, uncomfortable is the continuation of the 1930s grammar school ethos in many comprehensive schools.

The neighbourhood school I know best is, quite simply, an excellent comprehensive school, of well-deserved repute. It has the one defect, like many others, of preserving the colonial image on the sports field. A comprehensive school should be attempting to offer all children as wide a series of sporting opportunities as possible, to help them solve, now and in the future, the problem of health and leisure.

Nobody can fault the sports teachers for their devotion and conscientiousness.

In the "year" of 75 boys with which I am most familiar, two or three boys played in every soccer, rugby, cricket, basketball and hockey match; almost all members of the basketball team are in the soccer and rugby teams; and almost all the soccer team play for the rugby team and so forth. Even making the "squad" is not enough: several boys are in several squads, and still never actually play a game. Not that the Victorians are to blame for that: originally they had no penalties or free kicks or other sanctions. The players, if they accidentally handled or tripped, stopped automatically and apologetically, releasing the ball to their opponent.

Eric Midwinter is director of the Centre for Policy on Ageing, and chairman of the Advisory Centre for Education.



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APOLOGY

The Times Educational Supplement apologises to readers and
advertisers for the postponement of the Travel Issue, due to be
published today. This is a result of our failure to publish on August
the edition of the National Union of Journalists.
The Travel Issue has now been re-scheduled, and will appear on
September 14th.
We apologise for any inconvenience these changes may cause.

OVERSEAS NEWS



Walking away from school in Harlem.

How American high schools are falling down on their job More drop outs, fewer skills

by Simon Midgley and
Hillary Wilce

NEW YORK
Huge numbers of students are
dropping out of high school in the
United States without graduating,
and many of those who graduate
lack even the most basic skills.

A shock report issued last
year showed that 45 per cent of
New York city public school pupils
failed to graduate, and estimated
that 40,000 students drop out of
high school each year.

Failure, boredom and lack of
motivation, personal and home
problems, and behaviour which
engages difficulties were all cited as
reasons for dropping out.

Suggestions for stopping this
early outflow from school include
the development of counselling and
outreach programmes. New York's
board of education, obviously
deeply worried by this picture of
failure, also saw the report as a
call to arms in its fight for a
share of the city's diminishing funds.

Schools chancellor Frank J.
Macchiarola directed the adminis-
tration to prepare a detailed three-
year plan to tackle the drop-out
problem and some action has since
been taken.

Last spring, five centres were
established to offer counselling and
remedial tutoring to school drop-
outs, with the eventual aim of help-
ing them back into school. A
thousand young people have been
attracted to the centres, but it is
not yet known how many will return
to school. Next school year \$3m is
to be spent running seven such out-
reach centres.

A further \$1m is to go to high
schools to help them identify and
hold on to pupils most likely to
drop out. Expensive schooling pro-
grammes, equivalency diplomas, and
increased vocational training are all
in the pipeline as ways of encourag-
ing pupils to stay at school.

Longer term plans include the
possibility of dividing up the city's
largest, most anonymous schools
into smaller, more intimate ones.
The development of computerised
record-keeping to help with the
early identification of potential drop-
outs, and an examination of how
pupils come to make (often inadvis-
able) choices about where they want
to go to high school.

But although the plans sound
grand, the scale of the problem is
growing - and a country-wide
spokesman for the New York
Board of Education pointed out that
the Chicago drop-out figure is even
higher than New York's, while last
month California produced its own
drop-out report showing that 13 per
cent of Californians aged 12 to 17
are not attending school.

Predictably, the proportion of
pupils dropping out of school rises
with age. Only 4.4 per cent of 12-
year-olds, but 30.7 per cent of 17-year-
olds drop out. Most of the drop-
outs are white, black, and his-

panic or only slightly more likely
to leave school early than whites.
The Californian drop-out rates,
three times the national average,
has become worse over the past
10 years. The high school attrition
rate almost doubled between 1970
and 1979.

The Californian report offers a
predictable batch of recommendations.
There is a need for more
vocational training, it says, and the
self-esteem of potential drop-outs
needs to be raised. More money
should be allocated to measures to
help solve the problems.

But high schools appear to be
falling even those students who
do graduate. More and more North
American colleges and universities
are having to lay on remedial
courses for students who arrive
with an inadequate grasp of reading,
writing and mathematics.

In New York the grade point
average of children graduating from
public high schools over the past six
years has fallen by three percentage
points.

The City University of New York
(CUNY) currently spends between
\$30m-\$35m (£13-15m) a year on
remedial programmes for around
15,000 students.

"Skills are declining all over,"
says Robert Kibbee, CUNY's chan-
cellor. "It's endemic to the urban
condition. Remedial courses have
almost become a part of American
education, at even some of the
best institutions."

CUNY, the third largest univer-
sity system in the USA, has the
most substantial commitment to
remedial education of any institu-
tion of its size in the country.
Seventy per cent of students
entering the university's eight com-
munity colleges have to take at least

one remedial course in reading,
writing or numeracy, and a signifi-
cant number of students in the
university's nine senior colleges also
need to take at least one remedial
course. Overall a massive 14 per
cent of student classroom hours is
given to remedial education.

Since 1978 all students entering
the university have been required
to take an assessment test to as-
tain their competence in reading,
writing and numeracy.

These tests are then administered
again, after remedial teaching, to
assess progress. In future, help
belonging to entry to the first
year of a senior college or to
transfer from a community college
to a senior college, students will
have to exhibit mastery of these
three basic skills.

Results from the first group of
students to be tested suggest that
many students who fail such test
upon entry will be able to pass the
test following adequate remedial
instruction, and that improved
teaching is often most dramatic among
the most disadvantaged.

Chancellor Kibbee, commenting
on the results, said that they re-
vealed "that basic skills remedia-
tion for adults, properly done,
works; and that its benefits can
be most dramatic for those who
need it most."

But what they also illustrate
is the tremendous responsibility of
school system has, to see that basic
skills are mastered when they
should be... well in advance of
college.

Which raises again the question
posed by the various recent school
reports: why are American high
schools failing to hold their
students, and failing to teach them
the most basic skills to those they
hang on to?

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OVERSEAS NEWS

Australia

Primary pupils to learn in English and German

by Bill Purvis

SYDNEY
A suburban primary school in
Sydney has been given the go-
ahead by the Department of Educa-
tion to become the first bilingual
primary school in New South Wales.
From the first term in 1981, the
school will start teaching all its
pupils in both English and German.
There are already some primary
schools in New South Wales which
teach classes in languages other
than English for children of dif-
ferent nationalities, but this will be
the first time all children at a
school are taught in a foreign lan-
guage.

The project is the result of work
by Professor Reginald St. Leon, of
the department of German studies
at Sydney University, who has been
teaching weekly German classes at
several Sydney primary schools for
the past eight years. Now he has
managed to convince the Education
Department to let him try out his
bilingual project.

"We were very concerned at the
crisis that had developed in the
teaching of modern languages at
secondary schools", Professor St.
Leon said. "We felt that if children
could be introduced to another
language as young as possible they
would absorb it more easily."

All pupils will be taught in all
subjects on a 50-50 basis. Half
the classes in each subject will be

taught in German, and half will be
taught in English.

A child living anywhere in Sydney
will be eligible to attend the school
but transport will have to be orga-
nized by parents as the children will
not receive any concession on public
transport fares.

Parents nearby, who do not want
their children to participate in bi-
lingual education will have the
opportunity of sending them to
another primary school within walk-
ing distance.

However, Professor St. Leon says
he has had nothing but encourage-
ment and appreciation from local
parents, and he does not expect
many will reject the bilingual
school. "The parents think it is a
wonderful opportunity for their
children, and have given us a
tremendous amount of help."

Pupils who were taught in weekly
German classes in primary school
and who are now at secondary
school "are doing much better than
most other students at German, par-
ticularly in conversational classes",
according to Professor St. Leon.

The German Government, through
its Sydney consulate, has given
keen support for the weekly
classes in the past, and is now to
offer increased support for the bi-
lingual pilot project. A scheme
and German teachers to the school
on contract, and to provide lan-
guage materials is under considera-
tion.

The Netherlands

Luck of the varsity draw

John Richardson

From next year only one third of
candidates for the highly contested
varsity places in medicine, den-
tistry, veterinary science, and
such other disciplines to which entry
regulations apply, will be awarded
places by lottery.

According to a Bill proposed to the
Dutch Parliament by the Minister
of Education, Dr. Arie Pels, the
present system of selection, by
weighted lottery, does not do justice
to the abilities of the applicants.

Each year there are about 7,000
applications for the highly regarded

medical, dentistry and veterinary
faculties which only can admit 2,500
students.

About a third of the places in
future will go to those school-leavers
who have scored highest in their
school-leaving exams. A further third
will be allocated to those who take
special admission exams in two sub-
jects closely related to the restricted
varsity course of their choice, and a
further third will be distributed by
lottery.

In order to ensure positive dis-
crimination for female entry, half
the "lottery places" will be reserved
for girls.

Republic of Ireland

Church avoids religious instruction row

by John Walsue

DUBLIN

The Catholic Church authorities
have defused - for the moment at
least - a potentially explosive row
which touches upon the very basis
of Irish primary school education.

It involves the teaching of re-
ligion in a system which is almost
entirely denominational in char-
acter. At the annual congress of
the National Council for the

Organization, last Easter, the
union decided that the teaching
of religion should be an option for
members, not a compulsory part
of their service as it is at present.

Preliminary legal advice avail-
able to the Easter congress sug-
gested the possibility of a constitu-
tional test case should a teacher
be dismissed for failing to teach
religion. For its part, the Catholic
Church also obtained legal advice
which indicated that there was a
clear contractual obligation on teach-
ers to give religious instruction.

The possibility of an action church
confrontation was highlighted by
the likelihood of a number of young
Dublin teachers refusing to give
religious instruction during the
coming school year.

But now the church side has
announced that it will respect the
right of a teacher to opt out of
teaching religion on conscientious
grounds, provided that he or she is
willing to cooperate in ensuring that
instruction is given in this subject.

For example, a conscientious
objector could agree to take a col-
league's class for other subjects
while his or her own class was
being taught religion.

The church believes that only a
relatively small number will want
to give up religion classes and that
the vast majority will continue to
give this instruction.

Catholic bishops are patrons for
3,333 of the state's 3,600 national
primary schools, while the Church
of Ireland Bishops are patrons for
about 200. There are a smaller
number of Presbyterian and
Methodist controlled schools and
one Jewish national school. All but
one of the remainder are run by
charitable institutions or for
historic reasons, by government
departments. The single exception
is a multi-denominational school set
up within the past few years in
Dulake, County Dublin.

The system of national schools
has its roots in the 19th century
made in the House of Commons on
September 9, 1831. The chief
secretary for Ireland, Mr. Stanley,
announced that a sum of £30,000
was to be made available for the
education of the poor in Ireland. A
seven-member board of commis-
sioners was appointed, headed by
the Duke of Leinster.

A letter, ever since known as
the Stanley Letter, was sent by the
chief secretary to the Duke in
October of that year, setting out
the principles and general rules
which were to govern the board's
activities.

Catholic and Protestant children
were to attend school side by side,
and the school would be used for
religious instruction in turn by Catholics,
Anglicans and dissenters. At the
outset, the most vociferous op-
ponents of the new system came from
the Presbyterians. In the use of the
scripture, Catholics, too, had a
number of specific complaints and
grievances: they sought to have
schools visited by local trustees,
rather than the commissioners; that
the Bible board, and that was
achieved in 1861.

The system evolved into one of
denominational mismanagement under
parish priest or Protestant clergy-
man. A royal commission, chaired
by the Earl of Parnell, reported in
1870 that the original aim of
"mixed" education had failed and
the schools were, in the main,
denominational.
They remain so, as do the teacher
training colleges. The demands for multi-
denominational schools, the present
system would seem to enjoy the
overwhelming support of Irish
parents.



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LETTERS

Adult education: the unkindest cut?

Sir—Now that unemployment figures have passed the two million mark it is surely time for both the Department of Education and Science and the local authorities to reconsider their attitudes in education for adults. Because adult education (quite rightly) has a high proportion of part-time instructors without contracts it has borne, in numerous local authorities, a totally unfair amount of cuts.

In money terms the money saved has not been substantial but the effect has been devastating. The adult education programmes which are being offered in September are almost everywhere a severely truncated version of previous offerings, offerings which by comparison with other advanced industrial countries were woefully inadequate. What is time to choose in this such a misbegotten enterprise.

One realises what our educational leaders are doing, one only wonders

what they think they are doing. What they are doing is in some ways to hope from large sections of the population. Adult education even in its infancy has been largely destroyed. It has given hope to those having to change their employment to something completely different.

For surely it is not only cruel but also stupid to expect a person who has spent years in one type of occupation to move in another without a period of reorientation. Surely it is utterly unrealistic to think that people who have been unaccustomed to the discipline of study are able immediately to respond to an intensive course in an area of knowledge which is unfamiliar.

It is possible that our educational and political leaders of all persuasions cannot see that a crucial role for adult education is inevitable. Will the ACASE report be shelved

like all the other sensible documents which have been published over the years? One fears that when they are compelled by force of circumstances to change direction then the whole infrastructure will have been largely destroyed.

At the moment we have unemployment caused mainly by the current recession. In the immediate future we shall have unemployment (especially among white collar workers) caused by silicon technology. One does not have to have an esoteric vision of the coming degradation of technology to see that it will have a major impact and it will not be in a large sense a job creator.

Is it possible that for once, with the information that we have available in the excellent prognostications of government departments, private industry and the trade unions, that we can anticipate events in an intelligent way instead of forever responding with too little too late?

Research vital for 16 plus exam strategy

Sir—Whilst we were pleased to see a reference to the recent article "The Certificate of Secondary Education and the Employer" (The Vocational Aspect of Education, December 1979), TIES, August 15, we were a little alarmed at the tendentious nature of your report. As you noted, it is the timing of the examination results which appears to prevent employers using CSE grades as a major selection device. It is possible that, along with the employers' lack of information about the way in which CSE examination operated, which led the original article to urge the need for greater communication between industry and education, indeed it is possible that both sides appear to be very willing to make a new start to be up to educational standards. It is possible that, along with the employers' lack of information about the way in which CSE examination operated, which led the original article to urge the need for greater communication between industry and education, indeed it is possible that both sides appear to be very willing to make a new start to be up to educational standards.

Abacus of freedom

Sir—I feel moved in comment on two articles which appear in the same edition of *The TES*, August 15.

One is a glowing account of mathematics teaching in Japan with special reference to the Japanese abacus; the other is rather gloomy by comparison as reference is made to problems which exist in the course of mathematics education in this country.

Counting class together in the same edition is an unfortunate coincidence as it almost invites comparison to be made—the British system struggling when the Japanese system succeeds for each school.

I feel therefore that something should be said to put both reports into perspective and so restore the balance a little.

The difference between both teaching systems seems to be one of "kind" not of "degree". Theirs is an institutionalised system. There are about 30,000 abacus schools in Japan, and the emphasis on rote learning... with up to eight hours abacus practice each week. Our system on the other hand is remarkable for its feature of "freedom" for each school to choose its own teaching method.

The results of the Japanese system are undeniably spectacular, whilst the system that we support is bound to fare badly by the narrow comparisons of speed and of complexity of mentally performed calculations.

But there are broader aspects of

learning. The system which offers freedom of choice gives an open invitation to broaden one's approach to learning; a genuine attempt is made to involve all children in the learning of mathematics ideas in a much wider field than just numeracy; learning by understanding is preferred to learning by rote; but most importantly the chance is always there to work with children as they approach a learning difficulty, and of discovering new ways, and of overcoming that difficulty. Surely this is the way that educational progress will be made. Eventually better ideas will evolve from the amorphous whole of this "free choice" system.

Already there have been excellent examples of this. One of these is a book on class teaching. Whoever designed this piece of apparatus gave to numeracy what Caxton gave to literacy. This abacus is not designed for the demonstration of rapid calculations but it does make early number experiences much more intelligible.

We need to be more confident of our own approach to learning; the soundness of the "British" learning by understanding can be made pleasurable and rewarding.

The veritable comparisons to make are not by results alone but by the perceptions that are felt when yielding a school.

PETER TAYLOR, Headmaster, St. Saviour's C.E. (C) School, Stoke-on-Trent.

Teaching the less able

Sir—When HMIs made visits for their report "Aspects of Secondary Education in England", they found in 60 per cent of schools that new courses should be developed for the less able pupils in mathematics. The devising and teaching of suitable courses for these pupils is a difficult matter, not made easier by the fact that schools feel unable to deploy their most experienced teachers on the task (chapter 7, paragraph 3.23).

This is clearly a severe problem which will not be solved in the next year or so since it will require substantial in-service provision in an area where we have few experienced teachers and little literature.

The Mathematical Association has decided to set up a new diploma course for teachers of low attainment in secondary schools. To assist in its development, readers are invited to send suggestions or information concerning in-service activities for teachers of pupils in the age range 11 to 16, to me at the address below. We need every bit of help we can get.

P. REYNOLDS, Chairman, Diploma Board, The Mathematical Association, London Road, Leicester.

Privilege and Liberal pantheon

Sir—Using the spokesman for the rights (and wrongs) of the Liberal attitude towards public schools, I think a couple of important points which help to determine Liberal Party and Liberal policy have been overlooked, namely:

1. Possibly, many public schools exist solely to maintain a privileged elite and tradition, but others seek to explore and promote new ideas in education. It is the latter who want to shut down Eton and Harrow and allow down Shrewsbury, Freebairn, etc., etc., who have made over progress? I think not.

2. What is the Liberal attitude towards the pupils who are not in the Liberal pantheon? I have known who have contact with public school education largely disliking it and their attitudes varied from minor reforms to

complete end to the system. Many of them, if they had been left to their own choice, would have much preferred to go to their local (preferably co-educational) comprehensive and mix with their own group peers. (Perhaps this is a sort of "be influenced" parents are seeking to protect their children from?)

As always, Liberals try to protect the rights of individuals in the pantheon as it is in the Liberal pantheon. The Liberal Party has no right to place in the Liberal pantheon who has state compulsion. Just because we cannot support the mere turgid ideological approaches of the Liberal Left does not mean we exist to support the public school system as it is.

W.D. WHITAKER, Chairman, Eton School, Eton, Berkshire.

A diploma that pays

Sir—I would like to correct the statement made by L. Curry (Letters, August 22) that the Diploma in Teaching English as a Second Language from St. Mary's College, London, is not recognised by the Birmingham Primary and Secondary Committee. This Diploma is recognised by the DIES and the Birmingham Committee, as being a course of Advanced study, which thereby attracts the merit entry addition under the Primary and Secondary Selection Document.

A teacher who is considering embarking upon a course of study should consult the DIES publication "Long Courses for Teachers" if he wishes to ascertain whether a particular qualification entitles him to a salary increase or courses classified in this book as "Advanced" (A) and "Highly Advanced" (H) automatically entitle a teacher to the merit salary addition.

D. M. BACKHOUSE (Mrs), Management Panel Secretariat, Birmingham Primary and Secondary Committee, 41 Belgrave Square, London SW1.

Five Ways teacher

Sir—Mr A. F. R. Clements, the teacher, mentioned in a letter about the Microcomputer Advisory Committee (August 22) is from King Edward VI Five Ways School, Birmingham (which is a voluntary aided boys' grammar school as stated), and not from King Edward's School, Birmingham, which is an ex-direct Grant independent school.

G. SANDERS, Headmaster, King Edward VI Five Ways School, 500 Long Lane, Bartley Green, Birmingham.

LETTERS

Why the BEd must be saved

Sir—Already it is true to say that only those who really want to teach the BEd degrees in preference to BAS or BSCs for which they are equally eligible to apply. A BEd involves the study of two of three distinct areas of knowledge and the theoretical but, also, a practical human with some understanding of human relationships. The present shortage of teaching posts has been a useful side effect, that BEd graduates are proving their worth by outside teaching on the open market and in competition with all other graduates.

The man in the street still assumes that degree and PGCE students are better qualified than

BEEds. Excellent and committed teachers are found from the ranks of these PGCE students, but the following questions have, to my knowledge, never been asked and certainly not answered. How many students take specialist training on the basis of subject knowledge which has formed less than 50 per cent of their degree? How many hold ordinary as opposed to honours degrees, and how does their choice of degree compare with BEd successes? Indeed, how many take PGCE nowadays as an alternative to unemployment on graduation?

Meanwhile, without denigrating the "delayed choice" route, I think the BEd degree, Mature and young students alike appreciate the

chance to try their ability in the classroom early in their higher educational experience. The threat of unemployment does not appear to deter the committed and many are prepared to wait for jobs in their chosen profession. If we are determined on a high quality profession which attracts high quality recruits, then the BEd degree must be recognised as a course to be prepared at all costs and, dare I say it, encouraged.

ALISON GRADY, Dean, Education and Performing Arts, Middlesex Polytechnic, Trent Park, Barnet, Hertfordshire.

Footnote on book shortage

Sir—A few weeks ago the Educational Publishers Council issued a "Guide to Schoolbook Spending in the North-West" which has attracted a good deal of attention. It showed that in most authorities in the North-West during the past year, the ability of schools to buy books has declined seriously—in some cases by over 20 per cent—compared with the previous year.

Looking forward to 1980-81, the outlook seems even more depressing, despite the fact that the Secretary of State has allocated sums in the rate support grant for the improvement of capital allowances in real terms.

However, there are some glimmers

of light. I learn from the Lancashire education authority that—before the appearance of our guide—it had decided to find an extra £400,000 for the improvement of capital (about a quarter of which is spent on books in many authorities) in 1980-81.

The authority also points out that although we quote a Preston teacher as complaining that disadvantaged children were suffering spectacularly from book shortages, the county regularly makes special provision (this year amounting to £30,000) for such children. It seems only fair to add this as a footnote to what was said in our guide.

KENNETH PINNOCK, East Cheshire Educational Publishers Council.

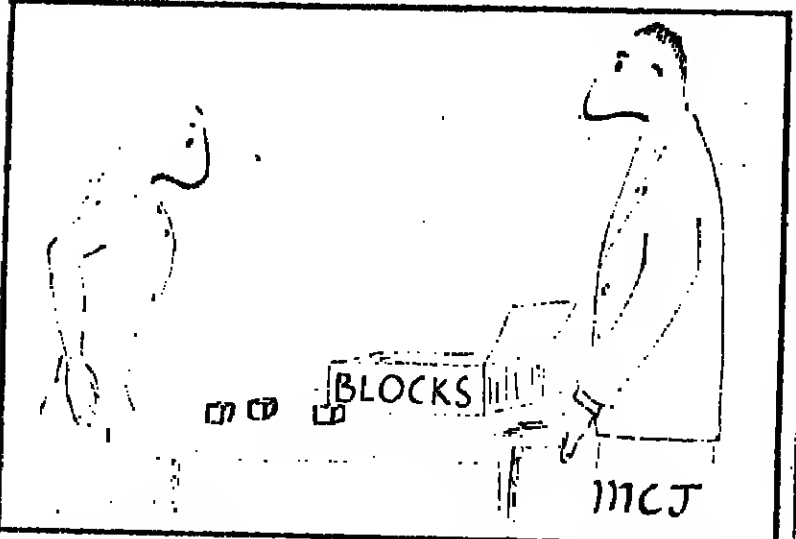
Fate of art school

Sir—The proposed merger of the Bath Academy of Art with the Bath College of Higher Education means, in effect, the end of Bath Academy, a college of international repute in art education and a national asset of no mean worth.

In considering the fate of Cerne (the name by which it is generally known) one is reminded of the closure of the Bauhaus in Germany, perhaps the greatest of art schools. After years of pressure from politicians and bureaucrats, it was finally closed in 1933 and despite efforts to revive it in the United States, it was lost to the world for ever.

Would those who decide to make cuts in education please note that the schools and colleges they represent the accumulation of work and expertise of men and women which cannot be restored like machine production.

The staff and students of Cerne are fighting the merger and those wishing to support them may contact Robin Whalley of Bath Academy of Art, Corsham, Wiltshire. JOE CONNOLLY, Morpeth School, London.



"The catalogue said 'heuristic linear mathematical unitary module manipulation and assembly device'."

The painful aspect of comics

Sir—I read Nicholas Tucker's comments on the so-called horror comics of the 1950s with great interest. He rightly refers to the influence of Frederick Wertham's book *The Seduction of the Innocent*, but takes a condescending, and I think, uninformed view of Dr Wertham's reasons for taking up his determined and often lonely campaign.

Dr Wertham did not produce a statistically-based survey, and did not claim to. What he wished to draw attention to was the pre-occupation of many comics with morbid or satiric ideas.

In particular, Dr Wertham showed how an apparently innocuous text could be combined with much more sinister illustrations. For example, a discussion would be held about how to make a prisoner talk, while the individual concerned is shown cowering in fear, with his (or her) legs tied widely apart.

Boiling this kind of satiric rubbish in one way implies a restriction on essential freedoms—quite the reverse. DAVID E. COWELL, Senior educational psychologist, Wiltshire County Council.

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David Lodge on "Adultery in the Novel"
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School to work

More young unemployed join the special schemes

The number of youngsters in the Government programmes for the unemployed is now rising fast. This accounts in part for the August drop in the official figure for school leaver unemployment. It fell by 30,000 from the July peak—the highest ever since the war—to 251,000. But at the beginning of August there were more than 100,000 youngsters in the Youth Opportunities Programme as compared with 85,000 a month earlier.

It is clear that the programme is building up a good deal more quickly than at the same time last year, when the equivalent figures were 75,000 and the total did not reach 100,000 until the autumn.

Relatively few youngsters in the programme are this summer's leavers, most of whom are only just qualifying under the six-week waiting rule. The increase in numbers is believed to be partly made up of this year's early leavers, and some who left last year, but it arises also from the increasing tendency for youngsters to stay in the programme longer, for obvious reasons.

The spread to the South East of large numbers of unemployed youths is continuing, and accelerating in the London area. Inner London now faces problems that

areas like Cleveland and Merseyside have coped with for several years. The Inner London careers service has nearly 11,000 under-19s on its books, with just over 3,000 notified vacancies; the problem is that 2,500 of the jobs are in the West End, mainly in retail stores, while the jobless youngsters, many of them black, are mainly in the outlying working class boroughs. At this time last year, when there were 7,000 on the register, the careers service had nearly 6,000 vacancies.

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bound to affect careers work in schools. He points out that in the past careers officers have been able to get on with their regular duties in schools once the summer holidays are over, but that now his staff will have to go on trying to place the backlog of leavers in jobs.

Essex has the highest August total of young unemployed since the war—again, twice as many as last year. The drop in vacancies is even more dramatic than in London: there are 41 unemployed youngsters, for every vacancy on the careers service books. In addition to the 6,500 registered as unemployed, the county has more than 1,000 of its youngsters in YOPs. The problem had been made more acute by rise in commuter fares, which make it less practicable for the county leavers to travel to jobs in Central London, even if they can get them.

The arrival of youth unemployment on this scale in the region which contains the country's biggest concentration of offices for retail banking has implications for the economy as a whole. It suggests that the effects of the sharp reduction in manufacturing employment are now rapidly being passed on to the services sector, in years the main provider for jobs for leavers.

John Allon, the county careers officer, says that the situation is

Apprentice gloom as brakes go on

Garages and road transport firms are taking in only half as many apprentices this year. In Inner London, recruitment has come almost to a standstill.

An informal check made by the Road Industry Training Board with employers throughout the country suggests that the industry will take no more than 6,000 youngsters this autumn. In recent years the intake has stayed steady at 12 to 13,000, and when the board questioned employers in the early summer they were then still intending to recruit more than two-thirds of the usual number.

Mr. David Barnett, head of the board's intelligence and planning division, says that the picture yielded by the latest check may be overly optimistic since the information came from firms with whom the board was already in close contact, and likely to value systematic training.

Pat White, head of the Inner London careers service, says that he has not heard of anyone taking on apprentices this year. Mr. Barnett says that the decision to suspend recruiting is "a calculated risk" which the company, which considers training vital, would hope not to repeat next year.

Jack Berkeley Ltd normally recruits seven apprentices a year. Mr. Macmillan says that the decision to suspend recruiting is "a calculated risk" which the company, which considers training vital, would hope not to repeat next year.

About three-quarters of the road industry's total apprentice training is in ordinary garages, with the rest in the maintenance departments of hauliers and bus operators.

Many garages are small establishments with only one or two apprentices at the best of times. The cost to the employer varies with the quality and pattern of training he provides; the larger firms with formal instruction programmes reckon it can cost them more than £5,000 for the first year of an apprenticeship, the net cost falling later as the youngster becomes an increasingly useful member of staff.

The maximum training board grant that an employer can get towards this cost is at present around £1,000, as compared with three times that amount a couple of years ago. Mr. Eric Tyndall, director of the road industry training board, says that the end of the Government's special training grants scheme has meant that the industry got only £6m from the Manpower Services Commission this year and is getting nothing next year. Two years ago the commission was paying out £15m a year in grants through the board.

Mr Tyndall thinks that part of the problem stems from employers relying on the Government to pay a large part of training costs and not preparing now to shoulder the burden themselves.

Most manpower experts see the road industry as one of the few areas of mechanical engineering where the demand for skilled men will remain constant rather than decline.

As an emergency measure, the board has decided to spend £1.5m from its own reserves to increase the training grants this year; it believes that if the Government could be persuaded to match this sum, grants could be increased to induce a large number of employers to take on apprentices even now.

But Mr. Macmillan at Jack Berkeley Ltd says that in the present state of the garage trade he doubts if the generous grants of a couple of years ago would make much difference to recruitment plans.

Careers officers in London and a number of other cities are carefully watching above the effect of the cutback on job opportunities for black youngsters.

Careers staff urged to weed out sexism

Careers staff and employers are being "strongly recommended" by the Equal Opportunities Commission to review all careers material produced before the Sex Discrimination Act 1975. Much of the material is sex stereotyping which implies unlawful discrimination, the commission warns.

A handbook published by the commission this week sets out guidelines for the production of non-sexist careers material. It includes a list of words, phrases, and images which are likely to be offensive, and a list of words which are acceptable. It also includes a list of words which are likely to be offensive, and a list of words which are acceptable.

The material produced before the Act is clear from its published examples of sex stereotyping that much current literature in these terms is inadvertently discriminatory. The handbook includes a list of words, phrases, and images which are likely to be offensive, and a list of words which are acceptable.

One example of a discriminatory statement is: "Young men should be working on Saturday afternoons. It means they miss local football matches." The handbook says that

material should not imply that certain jobs are incompatible with a person's sex.

The commission says that when material containing such references has to be used before it can be replaced, it should be accompanied by a statement that it is intended to be replaced by a more acceptable statement. It also includes a list of words which are likely to be offensive, and a list of words which are acceptable.

features

Improving contact

Alan Weeks suggests that the Warnock Committee's idea of a 'named person' could be of equal use to parents of normal children

Our education is an affront to the individual pupil. Every theorist plays at least lip service to the personal development of the individual, but how can our vast secondary schools, with their great herds of children, hope to notice anyone who is not illiterate, breaking windows or writing symphonies?

Why such a gallantery of gambols under one roof? Here we have one management team, including a head teacher with autocratic powers, allowed to administer about a couple of dozen quite diverse and specialist activities.

Classes are too big, schools are too big, but most damaging of all is the great divide between schools and homes. Parents are usually the most important adults in a child's life, but schools treat them as if they did not matter. Fundamental and continuous contact with parents must be achieved if we are to treat their children as individuals.

When the Warnock Committee hit on the "named person" idea, it was trying to build on successful practice, that of the social worker with the handicapped child. We look upon the handicapped child as special, and yet if we believe each child is unique, then each child is special. Warnock wanted to integrate the education of this handicapped child with that of the normal child because he recognized this.

If one considers the sterling work of social workers, and the way Warnock explained the named person role, there is little risk of this becoming a Big Brother tyranny. Warnock suggested that the named person will be there for advice and support, that parents were under no obligation to use a particular named person, and that they could still make direct contact with social and educational agencies if they wished.

I believe there should be a named person for every child, working in concert with parents and other professionals, starting as early as possible in the life of the child, and responsible for her or his personal development. A register of 'named' and approved named persons could include teachers, social workers, other professionals, and respected people from all walks of life.

There are so many trained and/or responsible people, especially women, whose training or talents are wasted. A woman at home bringing up a family could fit in the work. As Warnock wanted, the named person should be well-known to the parents, perhaps from the same background or race, a "single and constant point of contact" introducing parents to the right services, responsive to their concerns and anxieties, speaking their language and acting as progress chasers.

The named person must be a sympathetic professional mediating the work of other professionals, and developing the role of parents of educators of their own children—a capacity destroyed under the present system. Steven Desmond (TES, March 21) found that in the York Voluntary Summer School pupils experienced their "first, serious, honest and helpful relationship with an adult, other



Illustrated by Christine Roche

then (perhaps) their parents". What a condemnation of their schools.

The named person idea would bring an all round increase of accountability, not least to individual pupils and parents, and thus more regard for communities. It would create curricula for individuals, and would constitute a direct attack on deprivation and any unjust inequality of opportunity or social control.

It would assist in the demise of the ghastly industry of external assessment, and would help handicapped and gifted alike, simply because it is a system for helping individuals. It would be a boon for multi-culturalism. Most of all, named persons could help towards relieving young people of unnecessary tensions and frustrations, allowing them to develop skills and attitudes which benefit themselves and others.

The idea could be successful in the system we have, but in a system of primary, secondary and vocational centres, now outline, the work could blossom. Briefly, primary centres would concentrate on basic literacy and numeracy, taking children when they are ready, and relinquishing them when an agreed standard has been reached.

Small secondary centres would concentrate on specific curriculum areas, taking

Primary centres could concentrate on literacy and numeracy, taught through the medium of lively and imaginative material, and at least directed towards higher skills. A reservoir of ideas on the teaching of reading and mathematics at national, regional and local level is there, if only teachers were allowed more time and energy to tap it.

Large secondary schools meekly fail to develop individual study in arts and sciences, yet remain blessed by curriculum theorists with occult powers, which enable them to produce core programmes for all children for the future. How can they foresee so well? Can they see better for Betty than a responsible professional who has known Betty and her parents for years?

Each local authority, working with various Initiators, including teachers, could develop a pattern of secondary centres, eg. scientific centres, environmental studies centres, arts workshop centres, social and community studies centres, design/technology centres, foreign languages centres, sports centres, pursuits and travel centres. Some centres could offer wider or narrower courses, and might collaborate with other centres. Work would range from the elementary to preparation for higher education.

Instead of floundering in giant, impersonal establishments, the history teacher, for instance, would work as a member of a team of history teachers in a more purposeful and convivial environment, administered by an historian with managerial skills, and teaching young pupils, adolescents and adults in an integrated community.

It is a curious system which arbitrarily draws together diverse activities in secondary schools, and then catters one specific activity, vocational preparation, to the four winds. Our "system" of vocational preparation consists of a conglomeration of poorly linked, organizations, often ill-informed and non-specialist, resulting in confusion and frustration.

In vocational centres I suggest we unify careers guidance, the teaching of specific work skills, coordination with scientific, technological, and industrial interests, preparation for higher education in science and technology, and apprenticeship and work experience. Every adolescent should go to them for one or more of these purposes.

All centres should help with teacher training, evaluation and research. In this way teacher training will profitably become more of an apprenticeship, teachers will become more responsible through self-evaluation, and they will have more of a role in the growth of specialist knowledge.

This is the answer to those clerical calls for teacher accountability. The only proper and effective public account is within the terms of possible expertise in a given field of knowledge, and the teaching of it, and not through externally imposed, narrow-minded and highly suspect examination, and test results.

Alan Weeks is senior lecturer in education, St Mary's College, Twickenham.

features

A rich seam

Ken Worpole looks back at the self-education achievements of the Welsh mining valleys between the wars

"Imagine a school classroom in a small mining village in South Wales. About 30 intense coal-miners, aged 18 to 40, assembled in eager anticipation for the first lecture of the winter session."

Thus Harold Watkins, an adult education tutor in South Wales, began his book of reminiscences, *Unusual Students*, reflecting on 30 years of adult teaching between 1920 and 1950 in the South Wales coalfield. His very first lecture was not a complete success. Several of the older miners, well versed in Marxian economics and political theory, "said quite frankly they were disappointed in the lecture".

Watkins deferred to their criticisms, adapted his style and extended his range of subject matter in accordance with the wishes of the students. He was clearly a great teacher.

He was lucky to have been working in South Wales in a period which produced a flourishing, and probably unique, organic working class adult education movement. This movement flowed from the then rival contributions of the Workers' Educational Association (WEA) and its left oppositionist counterpart, the National Council of Labour Colleges (NCLC).

But it also was substantially contributed to by the direct interest and involvement of the two main institutions of the mining communities' political and cultural life: the Lodge and the Institute. Understanding the social ecology of this movement might help us to re-think working class adult education, so that we might break out of the stalemate which exists.

The physical geography of that area was unique: a number of valleys; each holding several mining towns or villages. Being one-industry communities gave them an exceptional degree of social cohesion. This cohesion had been intensified by the terrible exigencies of accidents, disasters and the permanent antagonism of owners and workers. The almost daily occurrence of fatal accidents and severe injuries was described by B. L. Coombes in his widely admitted autobiography *These Poor Hands*, published in the late 1930s by the Left Book Club, which towards the end describes his work as a colliery first-aid man and ambulance driver. Delivering the body of a dead husband and father to an unsuspecting terrace household became routine.

In another of his books (for he was one of the indirect results of the workers'

education movement—a miner writer), *These Clowded Hills*, he describes how, being at home recovering from an accident, he had listened to the Brainus Trust on the wireless, and heard a woman Tory MP describe the difference between the British and Japanese ways of life as being fundamentally that "we placed a high value on human life and the Japanese did not". Coombes then quotes his statistics: 1,602,497 men or boys killed, injured or disabled by accident or disease in the 10 years of British mining between 1928 and 1937.

Central to each mining community was the Miners' Institute, usually built and maintained out of subscriptions deducted from the miners' weekly pay packets. The institutes, which invariably contained a reading room and a library, were meeting places, welfare halls, organic centres of the community's political, recreational and cultural life.

As the miners and their families became more political, so did the institutes. As early as 1904, the village of Clydach Vale actually had a Marxian

Club, complete with library. Watkins describes going to teach in such villages as "like going to a remote communist outpost, enclosed in a mountain fastness".

The libraries played a central part in the educational lives of the miners (but less so their wives and children, unfortunately). The Cwmanner Library boasted 7,000 books in 1913, with a particular emphasis on economics and politics. By 1936, the 100 Miners' Institute libraries in the South Wales coalfield boasted 750,000 volumes among them, all bought by the miners' organizations. That the institutes and their libraries played such an important part in people's intellectual and political development is attested to time and time again in the autobiographies, poetry and fictional writing produced by that extraordinary culture.

In *These Clowded Hills*, Coombes speaks with great pride of the Institute which served his village: "We have had the Old Vic Company here in classic plays. . . . Naturally when good operatic companies come it is gala time in an atmosphere where music is part of our life. Orchestras of notional repute, great singers and dramatists all say that their most appreciative audiences are in the mining villages. . . . And about books—well, it seems that our longest queues every week are outside this library when the books are given out. The supply of books could be trebled without slackening the demand."

Was this the opinion of a labour aristocrat, diverted from political struggles by the charms of a certain kind of cultural snobbery? Not at all. Coombes dedicated that particular book "To the world's workers".

The Mardy Institute, housed in a village known as Little Moscow, in 1925 was the meeting place of the Mardy Communist Football Team, the Communist Dramatic Society, the International Class War Prisoners' Aid Society, the Communist Party, the Independent Labour Party, the Labour Party, the local miners' lodge and a variety of NCLC classes. It also possessed a fine library. Will Faynter, one of the many South Wales miners who went to fight with the International

Brigade in Spain and later became a leading figure in the NUM, recalls the importance the Institute Library had for him: "After the '26 strike, I had to go back to work nights . . . and I took to reading. Cwmanner Library had probably one of the best selections of literature that you'd find in any library in the Rhondda, and they were good libraries, the old miners' institute libraries in the Rhondda, you knew: fiction, serious stuff, philosophy. I gradually gravitated to sociology. I sort of read myself through social democratic writers, Belfort Bax and that crowd, to Dietzgen, Marx, Engels. . . . But this was not the highly privatised self-education process which library browsing might seem. What was read at night was discussed the next day—op vice versa. W. H. Davies (not the Super-Tramp, but another miner) described in his more recent autobiography, *The Right Place, the Right Time* (1972), the nightly debates he listened to as a young miner in the Reddington Number 2 Pit, in which Dawkins, Free-Will, the Ideas of Blackford, Bradlaugh, Paine, Hardie and Marx were fiercely debated.

Such debates were often postponed at the end of the shift and re-convened during afternoon walks on the hills (where they might well have crossed paths with the young Nye Bevan from Tredegar, and members of his informal Quarry group, reciting Shelley, Keats—Bevan knew *Endymion* by heart—and plotting to gain control of the local council). They might also at that time have met Idries Davies, the outstanding miner/poet who later in the 1930s moved to London for a period, received the warm support and encouragement of T. S. Eliot, and published several fine volumes of poetry, including *Gwlad Deserth* and *The Angry Summer*.

Davies, sadly, is known today only as the young miner who wrote the poem which Pate Seeger made famous as the song, *The Ball of Rhymney*. He was certainly walking the hills at the same time as Bevan and Davies, as he recalled in an autobiography note:

"Crawling and sweating away down in the coalface. It was agony to go down this morning. The sun was shining from a clear sky, and from the pithead I could see the mountains shining beyond the streets. I have never noticed the mountains as much as I have this morning. Perhaps because I have been reading poetry and talking about literature with Eddie. As soon as I had my dinner today, I bathed and went up the field with a book in my pocket. There was nobody about so I went to read some of Shelley's poems as I lounged in the grass."

Another significant writer of that period and place was Lewis Jones, whose two documentary novels about a South Wales mining community, *Cwmanner* and *We Live*, have recently been re-published. Watkins's classes are mentioned by several men in their autobiographies, as is the educational stimulus of other forms of evening class, weekend and summer schools. Davies praised Watkins for the way he ran his economics classes as "more or less seminars in which open discussion played a large part."

Greet tribute was also paid to the student conference which Watkins organised under the auspices of the Glamorgan Education Committee every year between 1922 and 1942, at which students presented papers based on their own research and study into economics and politics, particularly that affecting the mining communities. It was a kind of organic history workshop.

The geography of the valleys contributed to a strong sense of republicanism. Such an environment many people have used to explain the strong sense of attachment which the working class of South Wales felt towards anarcho-syndicalist Spain. Even Communist discipline was tempered by an anti-authoritarianism, to the extent that Lewis Jones, miner, party member, novelist, alone of all delegates to Comintern meetings in Moscow would refuse to stand up when Stalin arrived.

The constituencies naturally produced their own MPs, rather than accept them from the approved list of Oxbridge candidates sent round by Trempart House. But even then, as Lee Abse noted, to the miners, "Wastminster had always been unimportant, for the local lodges was the real centre of power. The House of Commons had so often in the past been used as a dumping ground for those in the union who were superfluous, awkward, or even slightly senile."

It's possible to see that this strong working-class educational tradition was rooted in two important understandings of what education was about. The first is that it was based in self-created and managed institutions, centres of local cultural identity and local power—the Miners' Institutes. The education provided was committed to understanding the economic system which accounted for the material deprivation of the lives of the miners and their families. People wanted to know what it was that oppressed them and frustrated their attempts to live complete and rewarding lives.

Secondly, it is now possible to see that the Miners' Institutes were already seeing the importance of education as a form of cultural production. The choirs, the dramatic societies, the encouragement and support given to people's self-expression through the various forms of writing, produced a strong sense of education as a sustained project towards cultural identity.

Which of what we now know about the Miners' Institutes, and their libraries is the result of the setting up of the Coalfield History Project by University College, Swansea, in 1971, which led to the formation of a collection of books at Swansea, the South Wales Miners' Library. A new and detailed history of the South Wales Miners' Federation, *The Fed*, has just been published, and provides an excellent context for understanding the relationship between trade union activity, community and education.

The economic difficulties of our own times, not dissimilar to those of the 1930s, might ironically concentrate our minds on recreating a tradition of working-class adult education which addresses itself to the deep and long-term interests of working-class people.

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features

The world as an open book

Roger Housden visits Emerson College, which trains teachers for Rudolf Steiner schools

"The trouble with Emerson College is that the days are so packed one has hardly time to come back to oneself. I must admit, though," said the same student seen after I arrived, "that I wouldn't know what to leave out." Forty-eight hours later I understood what she meant. Emerson College was founded in 1962 to apply the insights of Rudolf Steiner to the area of adult education. Steiner was a spiritual philosopher of about 50 years ago, whose original research into the nature of man has been a touchstone in fields as diverse as architecture, medicine, music, art and agriculture.

The college now consists of an estate and some 250 acres, and has a full-time student population of around 150, drawn from more than 20 countries. It is named after Ralph Waldo Emerson, in emulation of his earnest desire that "the world might be an open book, and every form significant of its hidden life and final cause."

People come to the college from all walks of life; apart from teachers from the state systems of a variety of countries, I met a sound technician from Finland, the financial adviser of a big corporation in Australia, the chief salesman of a Canadian aluminium company, a Swiss glassblower, and a cellist from Brazil.

Many will return after a year to their previous jobs, though probably with a fresh and perhaps even radically different outlook on life. Some will take a complete change of direction in the light of what they have seen at Emerson; others will follow one of the specific practical training offered in the second year.

The first year starts from a quite different starting point than that of a normal adult education course. You do not come to Emerson to gain another qualification for your curriculum vitae—it does not give any qualifications. Neither do you come to gain another skill or technique on to the existing pattern of your life. Students enrol here in a process in which their own lives play an integral part. They are encouraged to participate in the subject in hand in such a way that it reflects aspects of their own life and life as a whole, that they may never have envisaged before. One is unlikely to do this and remain the same.

The day begins with a lecture on some aspect of the human being, and its relationship to the environment. The lectures are carried into the subject by which may last for up to a month. One series might investigate man's vision of himself as seen through art, or perhaps music; the next might take a view of history in the light of evolving human consciousness; another might inquire into the past, present and future of social relationships. After the lecture students split into small study groups to develop a collaborative understanding of Rudolf Steiner's view of the spiritual basis of life.

In the first term everyone is introduced to the afternoon to the world of colour and form by courses in painting and modelling. In the following two terms one can specialise in any of a number of arts and crafts from spinning and weaving to puppetry, woodwork, gardening, pottery, bookbinding, speech and drama, or creative writing. "Having used one's mind in the morning, the 'feeling life' is evoked in the afternoon. It is often not long before students are facing themselves in unexpected ways."

After just a week at Emerson, I wanted to run straight back home," said Oleo, a teacher from California. "I enrolled after being inspired by a visit to a Steiner school, but I had little idea of what I had let myself in for. Everyone seemed so creative, and it just wasn't me. I felt, all this art and craft and self-expression. I held out, though, and came in a while to realize that many of these

'creative' people felt just as I did. The classes have served as a means for my coming to terms with a sense of personal inadequacy that I have never really faced before."

The more structured training is set against the overall background of life in a multi-national community, which itself is an integral part of the learning process. At the weekly house meetings people might sing, give a musical performance, tell a story, share some personal experience, or give some deeper understanding of life in their country of origin.

Students of both years share the work of maintaining the college, including all the catering, cleaning and gardening. Consequently no domestic staff are employed, and costs are kept low.

Those who stay on for a second year have the choice of specialising in the fields of painting, sculpture, eurythmy (a form of movement), biodynamic farming, or teacher's training for the Steiner schools movement. After the emphasis of the first year on exploring one's attitude to oneself and extending one's vision of life, the second year offers practical ways in which one's broadening sense of scope might be expressed in the everyday world.

The painting course, for example, starts from a broad base of theory and practice, and is gradually oriented towards the use of art as a therapy. The agricultural course caters for working farmers and gardeners, intending teachers of gardening, and co-workers in curative institutions. The year includes a detailed study of Steiner's lectures on agriculture; seminars and projects on ecology and life sciences in relation to the biodynamic approach; plant and animal husbandry; and economics and social studies.

The teacher's training course serves principally to staff the Steiner school movement. This has doubled in the past five years; there are now more than 200 schools worldwide, with 15 in England. All the schools are educational, unstreamed, and take children from kindergarten to 18.

Although in England they prepare entrants for O and A levels, and though results are comparable to those of other mixed-ability schools, the curriculum is strongly protected from being purely exam-oriented. What is of more concern than exam results is that the individual's capacities are encouraged to the full, be they social, academic, artistic or practical.

For years this has been the concern of a minority; this century has seen the desire of parents for their children to "get on", gathering more and more momentum. However, it is becoming increasingly difficult to envisage where they will get on to, and the more pressing need seems to be that of becoming a better human being—one reason, perhaps, why the alternative offered by Steiner schools has been attracting more interest.

The college is run by the body of staff, with an elected council taking final decisions. The student voice too, though has a definite influence on the running of the college, and nearly every year, said one staff member, "the new students want to raise the same questions that have been put by their predecessors. Though it is tempting to tell them that we have already thrashed out their point many times before, it is certainly part of what they are here for, to experience the nature of these problems for themselves."

Besides the perennial discussions, however, the student body contributes to policy changes at Emerson almost every year. It was through their initiative, for example, that the misadventure of the college became an integral part of the course.

Difficulties in such a close-knit community are inevitable. Staff and students seem to agree, though, that in this age of apparently gathering gloom, Emerson College is a deep breath of fresh air.



Above: the Park and Dore Workmen's Hall at Tredegar, South Wales. Miners' institutes and libraries and reading rooms were used for lectures, meetings, music and drama. They were financed by the miners. From left: Tredegar Workmen's Institute library room; the Aberdare valley; and the Oakeley miners' institute.



Marion Glastonbury reflects on the relationship between the sociologist and his object

1

books

Paperbacks

Coming out

Hugh Montefiore

Christian Attitudes to Homosexuality. By Peter Coleman. SPCK £8.50. 281 03756 6.

The Church and Homosexuality. By Michael Green, David Holloway, David Watson. Hodder and Stoughton £12.5. 340 25483 1.

Moral Decisions. By Gordon Ifughas. St. Dunstons, Longman end Todd £150 232 51470 4.

A new survey of Christian attitudes towards homosexuality is long overdue. Twenty five years ago when Sherwin Bailey began fresh Christian thinking on the subject. Since then there has been a major change of law, and the rise of the "gay" scene with homosexuals "coming out". In this confused and contentious area, Peter Coleman's calm and magisterial treatment is particularly welcome. The product of considerable research, it is written with a light touch, and yet delivers a deep and fascinating analysis of the subject.

The first section is directed towards an understanding of the subject, looking at physical, genetic, social, cultural and psychological factors, and the possibilities of treatment. A second section is devoted to the Old Testament, including Apocryphal, Pseudepigraphical and Jewish Rabbinic references. Next the writer turns to the New Testament, with a side glance at Greek and Roman attitudes. There follows a historical survey, with sketches of some famous victims and outstanding resistance, leading up to recent Christian initiatives in Church and State.

The penultimate chapter deals with the ethical arguments deployed from 1920 to the present day, and in particular with three recent Reports from Roman Catholics in the US, from the Methodist Church, and the Church of England's Working Party of which Mr Coleman was a member. It permits himself a modest seven pages for conclusions, ending with a plea for an interim ethic, understood either as a shift in the limits of tolerance or as recognition of diversity within the

Church. He wisely suggests that the last word should be pastoral rather than theological, ending as he began with the words of Hamlet: "Use every-man after his desert, and who shall escape whipping".

Fresh thinking on sexual matters always stirs emotions, not least when Evangelicals feel that the Biblical authority is being flouted. The Church and Homosexuality is an instant response to the Anglican Report, without which it cannot be fully understood. The three Evangelical co-authors disagree with the Report, are dissatisfied by the comments on it by the Church of England's Board for Social Responsibility, and so write a report of their own.

The Church of England's Working Party helms the fact that there are circumstances in which individuals may justifiably enter into a homosexual relationship. The Evangelical Three believe that homosexual activity is always wrong, just as fornication, adultery and hostility are always wrong. They advocate abstinence and believe that the homosexual couple should be cured through prayer—a view which Peter Coleman perhaps strangely ignores. But the Three are not merely judgmental. An evangelical zeal for these pages. It is, however, strange that those who lean heavily on the Bible expound it least satisfactorily. Mr Holloway thinks that Jesus' words about becoming an eunuch for the Kingdom of God concern homosexuality; but their context is marriage. Canon Green writes: "The people in the congregation are entitled to know whether their clergyman will or will not uphold the clear teaching of the Scriptures." But would he, I wonder, equally uphold the scriptural veto on women wearing men's jeans (Deuteronomy 22:5) or the payment of interest (Leviticus 25:37)? If not, something more than scriptural authority is required.

For Gerard writes more modestly about moral decisions in general, seeking to clarify issues rather than solve problems. He looks for a way through three dilemmas: a Christian thinking between moral and theology, between the imitation of Christ and faithfulness to the Spirit; between conscience and authority; with a framework for Christian morality. The basis of correct moral decision is "those values of ours which are based on correct information, form a coherent pattern of life, and correctly identify our desires, for it is in such wants that our fulfillment depends". Homosexuality is not so much as mentioned. It is hard to disagree with the recent Vatican Declaration on Sexual Ethics, how on these grounds, the author would in every case condemn a full homosexual relationship.

Britannia

Companion to Roman Britain. Edited by Peter Clayton. Phaidon £9.95. 7148 2631 6.

It would be easy to think that as a result of the ubiquitous archaeological evidence and the survival of contemporary accounts, there was not much new to be learned about the Romans. But as the admirable Companion to Roman Britain makes plain, much of the main political and economic questions about why the Romans came, and the relationship with the native Britons, remain in doubt.

Masking as a coffee table book, the Companion is actually a highly readable introduction to aspects of Roman Britain, from the Romanisation of the economy, contributed by respective experts. Each section summarizes current thinking and evidence, occasionally offering a more unorthodox explanation, and it concludes with a list of the main Roman sites in the country.

Philip Venning

Divine right or wrong

Martin Fagg

The Jacobite Risings in Britain 1689-1746. By Bruce Lenman. Eyre Methuen £12.00. 413 39650 9.

Seldom in history can so much loyalty have been lavished on so tholass a cause. Why did so many not intelligent men on both sides of the border risk life and property by working for a Stuart Restoration when any sense of realism, let alone self-interest (and few of them were without a keen eye to the main chance) should have counselled them to do so?

Many of us must have posed this question and any sneaking Jacobite sympathizer (most of us, I imagine, are passionate Jacobites when we first read about the '45, just as most of us start off, at least, as Cavaliers) will find the answer in all its complexity in Bruce Lenman's impressive book. It is not a comprehensive narrative of the Risings themselves (though they are deftly summarized) so much as a series of incisive analyses of the factors that drew them to Jacobitism, and then kept it, if it were not for the fact that the Jacobites, all too often, were not merely loyalists but also fanatics.

Discussing what he terms the pre-history of Jacobitism, the author shows that it was not so much the theory of divine right as attachment to the hereditary principle that provided the doctrinal fuel for the attempts to restore William III and his successors. Only a few extreme Jacobites, he claims, went all the way to divine right, but the theory was synonymous with royal absolutism. The importance of primogeniture and of unbroken descent exer-

cised a far more visceral appeal, especially to the nobility; and Jacobite propagandists were not slow to assert that all the disappointments of the years following 1688 could be traced to divine right of hereditary succession that had thrust James II off his throne.

In Scotland, Jacobite feeling grew rapidly after the Glorious Revolution. The refusal of the Scottish bishops to endorse William's claim to be the king de jure as well as de facto brought about that attempted suppression of the episcopalian order by a presbyterian one that was to prove so messy, protracted and incomplete. Those priests who were successfully dispossessed sought sedition, of course, into the ears of their aristocratic patrons.

But the principal reason for the speedy development of Jacobitism north of the border was economic. The Restoration period from 1660 to 1688 was a period of high economic activity in Scotland, and consequently, years of dearth, famine and distress, to which the financial burden of the war added in no small measure. James II, in exile, where "his rare knack for offending and alienating people" could no longer annoy his erstwhile subjects.

Jacobite sentiment was further fanned by the cynical machinations attending the passage of the Act of Union in 1707, which hardened the misgivings of those not initially unsympathetic to union to principle into concrete disaffection. Bruce Lenman attributes the English participation in the '45 to two main factors: the despair and frustration of the Tories consequent

upon their collapse as an effective political force after George II's accession, and deep-seated regional discontent, mainly economic in origin. In Scotland, the rebellion was triggered off largely by the desperate caricature of one man, John Erskine, Earl of Mar, who had apparently been blinded by hope of recovery by Hanoverian accession. Mar, having jumped the gun (he had not even consulted Pretender) then proceeded to offer opportunities presented him by the government's failure to make any military provision to control any insurrection.

The ignominious circumstances which the Scottish end of the '45 collapsed (with Mar and his night, leaving a leaderless army, the Jacobites did not even check to the Jacobite cause in Scotland. In England though, after Jacobitism was virtually a dead end, as no Jacobite rising could hope to succeed without massive English support and intervention, 1715 marks therefore, of realistic as opposed to visionary hopes of Stuart Restoration. Bruce Lenman remains after 1716 the real problem: Jacobite history is why there was another major rebellion, which the '45 jointly to Erskine, the survival of Jacobitism, and the known legacy of Hanoverian home defence precautions. The totality of Jacobite history is why there was a compounded and obsessive, inoperative egotism of Charles which drove the rebels relentlessly to his bloody climax. Also for Bonnie Prince Charlie. Today, hardly a rag of that most dazzling of legends remains.

Globetrotters

Hilary Wilce

Geography Yesterday and Tomorrow. Edited by E. H. Brown. The Royal Geographical Society. Oxford University Press £10.00. 874096 4.

Geographers have never been entirely sure they exist. Do down they fear they might be economists or sociologists, cartographers or geologists.

This "state of the subject" survey does little to dispel such doubts. There is much agonizing about the future of the subject. In 1978, the view there is little that can be said about the subject as a geographical discipline, and a regional field, as neither interior nor multidisciplinary, but interdisciplinary, though he recognizes that there is a geography of recreation and a descriptive geographical contribution (1974) writes J. R. Cooper: "The geography of leisure and recreation".

Geography Yesterday and Tomorrow spans the whole range of geographical studies and inevitably calls into question the coherence of the discipline. What can the geographer do with the new electronic techniques, with the electronic circle leading and optical range-finding, possibly in common with the geographer's busy organizing seminars on the spatial aspects of aquifers?

But that is the precise value of this book. Geography is a patchwork of a subject, and a patchwork of papers tell those toiling down the further reaches of an arm what is going on in all the others. And if more detail is needed than is given in these brief chapters, reference lists point the way to further study.

The first half of the book is the "yesterday" of the discipline, a mainly account of the development of British geography and the Royal Geographical Society's role in this. The further reaches of an arm what is going on in all the others. And if more detail is needed than is given in these brief chapters, reference lists point the way to further study.

Neil Philip

Deaf guerrilla's dialogue

Robert Bear

Retratos Contemporáneos. By Fernando Alegria. Harcourt Brace Jovanovich Ltd £4.50. 0155 766690 5.

When a German officer, pointing to a photograph of his famous mural of ravaged Guernica asked Picasso, "Did you do this?", the retort was: "No, you did it."

How many people know that Luis Buñuel the "guerrillero de la creación artística", the "puro artista sin moral" has been deaf nearly all his adult life? Notwithstanding Buñuel's denial, doesn't his disability explain to some extent "la lejanía especial, una trágica abstracción en las conversaciones, música fragmentada e incongruente, silencios, pausas, ritmo de un mundo misterioso en que hombres y mujeres se lastiman, enredados en un maldad"

A terrible beauty

Edwina Burness

Poetry 1900 to 1975. Edited by George MacBeth. Longman with Faber and Faber £27.5. 582 35149 9.

George MacBeth in his introduction to Poetry 1900 to 1975, an updated version of his Poetry 1900 to 1965, shows how it is possible to suggest ways of approaching literature without patronizing one's readers. What is lacking from the illuminating if a trifle wordy introduction is an explanation for MacBeth's choice of poets. (The foreword adds little to our understanding of this) and a brief outline of the changes and developments in poetic expression over the seventy-five years. The poems selected give a good indication of each writer's abilities, but one might wish for less Beethoven and Groves and rather more; say, Lawrence and Muir. The inclusion of Hardy is a valuable addition to the earlier edition, and also serves to indicate, as MacBeth points out, changing literary taste.

The biographical notes which preface each writer's work are on the whole adequate, although Hardy would certainly have been surprised to learn that his first wife's name was Emily. The notes on the poems present the editor's view of each poem's central subject, and should apparently be read as a "straightforward" narrative, from beginning to end. This subjective approach succeeds only up to a point; Mac-

thematically in diálogo de sordos" the distinctive feature of his films?

This numerous anecdotes which abound in this remarkable book help us to reach deeper into the characters and art of these magnificent rebels, who include: Gabriel García Márquez, Pablo Neruda, Gabriela Mistral, Diego Rivera, Camilo Torres and Violeta Parra. The 16 or 17 pages devoted to each study contain numerous quotations from the subjects themselves or from friends and critics.

In his preface Fernando Alegria of Stanford University refers to his "propósito didáctico—this he has achieved in the best sense of the word. Whether there be such a thing as la literatura engañosa distinct from pure literature, and whether abstract art is unrelated to life are questions which the author does not even consider. For the writers and artists here depicted are all outstanding representatives of a certain "oculto humanista" that is all-embracing with no clear dis-

inction in their ideals: both in their lives and their work these men and women strive for freedom, peace and social justice.

Mr Alegria's approach is exemplary not only for his lack of cynicism, easy sarcasm or ostentation but also for his respectful and impartial assessment of the "coraje, la devoción, el desinterés que fueron marcas de todo lo que hicieron". Yet these characteristics, far from resulting in dull indigestible didactic pieces, have produced fascinating and frequently inspiring portraits.

Teachers and students in the sixth form and beyond would not fail to enjoy this book, which could well be included in the A level syllabus or be used as a reader. Each chapter is followed by "Preguntas sobre el texto" and "Temas de Discusión". Key words and phrases are translated in the margin, and a glossary with a comprehensive vocabulary is provided at the end of the volume.

Flirting felines

Read and Write in Black and White. By Opal Dunne. Macmillan. Workbooks 1-4. 65p each.

Read and Write in Black and White is a series of four graded workbooks, designed for beginners in English as a Second Language at junior level. The workbooks are part of a more comprehensive language teaching programme which also contains a book of rhymes and story workbooks.

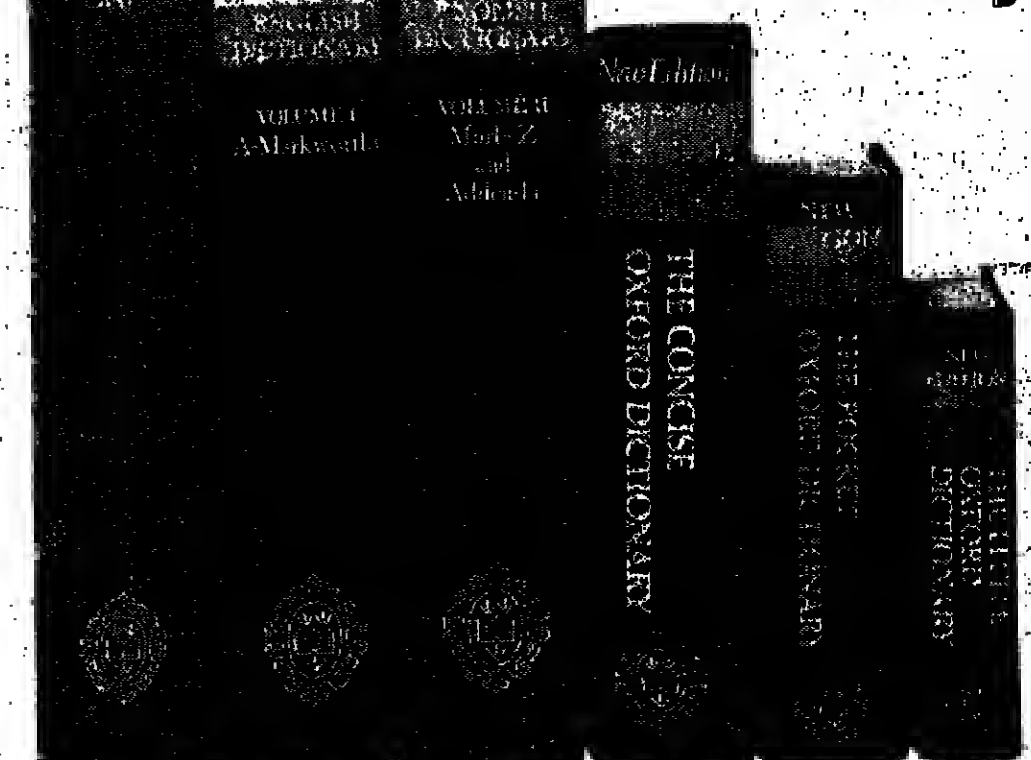
Black and White are two rather stereotyped little male and female cats who are illustrated on every page in amusing antics relevant to the language exercise, providing pictures to be coloured in by a class whilst the teacher concentrates on working with individuals. The female cat, White, is a pretty little thing with a polka-dotted bow in her hair who is seen carrying the ice cream, driving, in admiration for Black, our mischievous little male companion, whilst he jumps through a hoop. Female figures throughout the books are characterized by a ribbon in the hair, smirking smile and fluttering eyelashes.

Although the books attempt to be culturally bland, the characters are all definitely white and middle class. I have misgivings about the choice of name and title for use in a multi-racial classroom, where the book is to be used for ESL teaching. Slightly both illustration and choice of example do little to cater for a classroom of children from a variety of cultural backgrounds.

However, teachers will find this series a useful resource, as there are structured activities on every page, with brief teacher notes, at the beginning of each step, suggesting complementary activities in the form of games, songs or conversation exercises. The introductory Book contains careful instructions and preliminary exercises on using the Roman alphabet, moving from pattern-making on to letter formation, which would be particularly useful for teaching children accustomed to another script or learning to write for the first time. All the workbooks lay emphasis on correct handwriting with many useful exercises.

Pat Cochrane

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Oxford University Press

Death

Edited by John Prickett

Death is a subject of universal interest and significance: one day we all have to die, sooner or later we all have to face death in our family circle and among our friends, yet a belief in a life beyond the grave may be described as men's oldest religious conviction.

Attitudes to death and what lies beyond, funeral rituals and burial customs vary according to faith and culture. Attitudes to death have also changed with civilization and urbanization. Life in cities often means that people are shielded from some of the harsh realities of life associated with an earlier and more rural society. How do these changes affect our attitudes to death and to those religious beliefs that go back to remote antiquity?

This book helps us not only to understand the meaning of death, but helps us also through death to a new awareness of God.

Living Faith series £4.95 net Inspection copies available from LUTTERWORTH PRESS

1. *Journal of the American Medical Association*, 1997; 277: 1033-1038.

DEPUTY HEAD TEACHERS REQUIRED

- BRAOY J.M. & I. SCHOOL**
(Estimated roll 1880/81, 180)
Wenington Road, Rainham RM13 9XA
Required January, 1981.
Group 4, 1 form entry Junior, Mixed and Infant School.
- COLETHORPE J.M. & I. SCHOOL**
(Estimated roll 1880/81, 376)
Ashvale Gardens, Cranham, Upminster RM14 3NB
Required January, 1981.
Group 5, 2 form entry Junior, Mixed and Infant School.
- RIBE PARK JUNIOR SCHOOL**
(Estimated roll 1880/81, 240)
Annan Way, Rye Park, Ramford RM1 4UD
Required January, 1981.
Group 5, 2 form entry Junior School.
- SCARGILL JUNIOR SCHOOL**
(Estimated roll 1880/81, 347)
Munge Park Road, Rainham Essex RM13 7PL
Required January, 1981.
Group 5, 2 form entry Junior School.
- TOWERS JUNIOR SCHOOL**
(Estimated roll 1880/81, 275)
Windsor Road, Homchurch, Essex RM11 1PO
Required January, 1981.
Group 5, 2 form entry Infants School.

In all cases application forms and further details are available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Rainham, Essex. Closing date Friday 12th September, 1980. There is a scheme for removal expenses, details on request.

County of Cleveland PRIMARY SCHOOLS

- DEPUTY HEAD TEACHER (GROUP 4)**
BADER INFANT SCHOOL, Kinyre Drive, Thornaby
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- DEPUTY HEAD TEACHER (GROUP 4)**
TEDDER INFANT SCHOOL, Tedder Avenue, Thornaby
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- DEPUTY HEAD TEACHER (GROUP 5)**
BEECHWOOD INFANT SCHOOL, Beechwood Avenue, Middlesbrough, Cleveland, TS6 3JA
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- SCALE 2 POST**
LYSTER STREET JUNIOR SCHOOL, Lister Street, Middlesbrough, Cleveland, TS6 3JU
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- SCALE 2 POST**
CRONWORTH PRIMARY SCHOOL, Petal Crescent, Cronworth, Easington, Cleveland, TS20 1BN
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- SCALE 2 POST**
VIEWBY HILL JUNIOR SCHOOL, Hamington, Middlesbrough, Cleveland, TS6 9HL
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- SCALE 2 POST**
BLIMPTON JUNIOR SCHOOL (Roll 110), Lauderdale Drive, Blimpton, Middlesbrough, Cleveland, TS6 7PS
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.
- SCALE 2 POST**
ST PAULINE'S R.C. PRIMARY SCHOOL, The Avenue, Middlesbrough, Cleveland, TS6 1AE
Required for January, 1981, or earlier if possible, a Deputy Head for the infant school. The person appointed will be allocated to the infant school in the main teaching area, and to have a commitment to co-operative teaching in the infant school.

PRIMARY Headships continued

- WILTSHIRE**
WILTON JUNIOR SCHOOL
L.E. DUNFORD JUNIOR SCHOOL
Wilton, Salisbury BA9 9QA
Number on roll: 160
Application forms and further details are available from the Area Education Officer, Wiltshire, Salisbury, Wiltshire BA9 9QA, or from the Head Teacher, Wilton Junior School, Wilton, Salisbury, Wiltshire BA9 9QA.
- WOLVERHAMPTON**
BODDOUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1981:
LONG KNOWLE JUNIOR SCHOOL
HEAD TEACHER, Group 5
Application forms and further details are available from the Area Education Officer, Wolverhampton, Wolverhampton, W.V. 9 1JH, or from the Head Teacher, Long Knowle Junior School, Long Knowle, Wolverhampton, W.V. 9 1JH.

Deputy Headships Senior Masters/ Mistresses

- HARKING AND DAGENHAM**
HARKING JUNIOR SCHOOL
Harking, Dagenham, Essex
Required for January 1981:
DEPUTY HEAD TEACHER, Group 5
Application forms and further details are available from the Area Education Officer, Harking, Dagenham, Essex, or from the Head Teacher, Harking Junior School, Harking, Dagenham, Essex.

BUCKINGHAMSHIRE

- BUCKINGHAMSHIRE**
BUCKINGHAMSHIRE
Application forms and further details are available from the Area Education Officer, Buckinghamshire, or from the Head Teacher, Buckinghamshire.

CAMBRIDGESHIRE

- CAMBRIDGESHIRE**
CAMBRIDGESHIRE
Application forms and further details are available from the Area Education Officer, Cambridgeshire, or from the Head Teacher, Cambridgeshire.

DEBYSHIRE

- DEBYSHIRE**
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Application forms and further details are available from the Area Education Officer, Derbyshire, or from the Head Teacher, Derbyshire.

DORSET

- DORSET**
DORSET
Application forms and further details are available from the Area Education Officer, Dorset, or from the Head Teacher, Dorset.

CAMBRIDGESHIRE

- CAMBRIDGESHIRE**
CAMBRIDGESHIRE
Application forms and further details are available from the Area Education Officer, Cambridgeshire, or from the Head Teacher, Cambridgeshire.

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DURHAM COUNTY COUNCIL HEADSHIPS

- Applications are invited for the following Headships:
Cessop County Junior Mixed and Infant—Group 3
Cessop County Junior Mixed and Infant—Group 3
Application forms and further details are available from the Director of Education, P.O. Box, County Hall, Durham, DH1 1SU, on receipt of a stamped addressed envelope, to be returned by 15th September, 1980.
- POSTS OF SPECIAL RESPONSIBILITY**
Application forms are invited from suitably qualified and experienced teachers for the following posts of Special Responsibility:
School Area Education Office
Cessop County Junior Mixed and Infant—Group 3
Cessop County Junior Mixed and Infant—Group 3
Application forms and further details are available from the Director of Education, P.O. Box, County Hall, Durham, DH1 1SU, on receipt of a stamped addressed envelope, to be returned by 15th September, 1980.
- DEPUTY HEAD TEACHER**
Cessop County Junior Mixed and Infant—Group 3
Application forms and further details are available from the Director of Education, P.O. Box, County Hall, Durham, DH1 1SU, on receipt of a stamped addressed envelope, to be returned by 15th September, 1980.
- ASSISTANT TEACHER (SALARY SCALE 2)**
Cessop County Junior Mixed and Infant—Group 3
Application forms and further details are available from the Director of Education, P.O. Box, County Hall, Durham, DH1 1SU, on receipt of a stamped addressed envelope, to be returned by 15th September, 1980.

DEPUTY HEADSHIPS

- HARE STREET COUNTY JUNIOR (Roll 190)**
Little Grove, Field, Harlow CM19 4BU
Tel: Harlow 24982
DEPUTY HEADSHIP (GROUP 4)
Enthusiastic teacher required, experienced in curriculum and learning needs at individual children. Out-of-school activities commitment envisaged.
- LAMBORNE COUNTY PRIMARY (Roll 118)**
Hoe Lane, Abbridge, nr. Ramford
Tel: Theydon 2230
DEPUTY HEADSHIP (GROUP 3)
Experienced, enthusiastic teacher, having committed concern for children and their learning. Capable to give quality to children's experience.
- LITTLE PARSONS INFANTS (Roll 123)**
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25143
DEPUTY HEADSHIP (GROUP 4)
Experienced teacher, committed to infant education.
- PETERSWOOD COUNTY JUNIOR (Roll 268)**
Parrington Road, Harlow CM18 7RQ
Tel: Harlow 23704
DEPUTY HEADSHIP (GROUP 6)
Enthusiastic, ambitious teacher with original ideas and highest professional standards in all areas of the curriculum.
- POTTERS STREET COUNTY JUNIOR (Roll 226)**
Potters Mead, Harlow CM17 9EU
Tel: Harlow 22761
DEPUTY HEADSHIP (GROUP 5)
An experienced teacher who is committed to an individualized approach in all aspects of the curriculum.
- SPINNEY COUNTY INFANTS (Roll 118)**
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25143
DEPUTY HEADSHIP (GROUP 4)
Experienced teacher, committed to infant education. School has three nursery units, one physically handicapped.
- SPINNEY COUNTY JUNIOR (Roll 223)**
Cook's Spinney, Harlow CM20 3BW
Tel: Harlow 25143
DEPUTY HEADSHIP (GROUP 4)
Successful and enthusiastic teacher, willing to make significant contributions to the total life of the school.
- WHITESIDE JUNIOR (Roll 300)**
Greenwood Road, Loughborough
Tel: 01-508 6772
DEPUTY HEADSHIP (GROUP 5)
Experienced teacher, interested in further development of learning, and the school as a total community.

ALL THE ABOVE POSTS required for January, 1981. Closing date, 15th September, 1980. Apply to: Area Education Officer, St. John's Road, Epping, Essex, Tel: Epping 78441, ext 83.

ESSEX County Council

extra

Muslim Education

Key questions well up with Middle East oil riches

Is education in the Muslim world healthy enough to make productive use of the massive amounts of money available to it? Or will it be forced to take the secular, Western route to modern learning? Paul Moorman looks at the urgent problems to be faced, and the first stages of work underway to shape a new system of Islamic education.

Which route from the crossroads?

Faced with the conflicting demands of traditional Muslim scholarship and modern, secular systems of learning, Islamic learning today finds itself at the crossroads. The path the leaders of the Arab world decide to take will crucially determine the shape of their future societies.

The stupendous and sudden oil wealth generated over the past decade has given the Middle East the opportunity to develop its education and training to a degree undreamt of by virtually any other part of the world.

But 10 years ago Muslim learning was languishing; it simply was not in a healthy enough state to take advantage of the tremendous opportunities being presented to it.

While the great *madrasahs* of Al-Azhar in Cairo and Fez in Morocco, for example, continued as they had for a thousand years to teach "Qur'anic scholarship" and to train students in the subtleties of the Islamic law, great areas of the Arab world were an intellectual wasteland.

A few figures give the picture: at the beginning of the 1970s Oman had only three schools, Saudi Arabia a score at 20 and North Yemen 10 tents or under trees formed the limits of educational opportunity for almost everyone outside the major cities.

And secular higher education in the Gulf was almost nonexistent. The University of Kuwait, created at the end of the 1960s, is among the oldest such institutions in that region.

Why the situation should have

been so, especially when one considers the great flowering of Arab learning in the 600 years following the establishment of the first Islamic state by the Prophet Muhammad in the seventh century, is a matter of dispute among orientalists and Muslim scholars alike.

The brilliant Arab contribution to the development of the natural sciences, of astronomy and of mathematics is well-known; the art of calligraphy was noted for in advance of the work being done in Christendom; al-Ghazzali was a pivotal influence in the development of western philosophical thought.

Osification of learning began to set in from the eleventh century. One reason was the conflicts which started to assail the Muslim world; another was the feeling that all knowledge was already contained in the Qur'an and the Sunnah of the Prophet; there was literally nothing new under the sun.

Memorization of the whole of the Qur'an was the object of education. If clarification was needed, then the scholars of the first and second centuries after the foundation of Islam were appealed to.

With knowledge tied with the "unfathomable" of the Qur'an, religion, stagnation was inevitable. It was also encouraged by political and religious leaders: new knowledge might have challenged the status quo, and the resulting "heresy" of Islam it, the fledgling society would have fragmented.

The spirit of inquiry fell by the wayside, it at least had the result of preserving the purity of Islam.

Compounding all this was the view of many Islamic scholars that since the Qur'an was the complete revelation

of God's will, it was not necessary to follow intellectual developments in Christian Europe. Similarly, the dramatic growth of scientific knowledge in the past century has largely passed the Arab world by; neocolonialism saw to it that learning existed at the level necessary to produce clerks to service the administrations.

Rapid changes are now taking place. Oman's three schools have mushroomed to over 300; Saudi Arabia has an almost daily growing number of primary and secondary schools; and North Yemen announced in its 1977 five year plan that it aimed to make schools available to 490,000 children.

Universities, especially in the Gulf, have proliferated: the United Arab Emirates has a four-year-old university at Al-Ain; Saudi Arabia, in its third five year plan, due to be officially released this autumn, is expected to create a clutch of new high-level institutions; Qatar has ambitious expansion plans for its infant campus; Bahrain has just up-graded its teacher training college to university status; Kuwait is planning a polytechnic; and the go-ahead has been given for a major "federal" University of the Gulf to be built in Bahrain.

Spending figures in the heavy decade of the oil-rich era have been staggering. It is probably impossible to calculate a meaningful total spent on education throughout the region; but in 1979 Saudi Arabia and Kuwait spent \$2.50 on it. Riyadh University development plan will make it both the largest and most expensive institution of

Continued on page 36.

Iran closes down all universities

by Ziauddin Sardar

Last month Ayatollah Khomeini decreed that all universities and institutes of higher learning would be closed for the coming academic year.

He set up a seven-member committee to reorganise universities for a second year and higher education as part of the Iranian "cultural revolution".

At the beginning of the last academic year the revolutionary leadership announced plans to create a new educational system which reflected Iran's Islamic beliefs. However, nothing practical has happened except to reprint old textbooks without the portrait and the history of the Shah, to eliminate certain European languages, arts and music courses from the curriculum, and to reorganise the administration of certain universities.

The first academic year after the revolution has been dominated by student unrest, the occupation of empty hotels, riots and campus closures. The Iranian students can

sider themselves vanguards of the revolution. Taking the advice of Ayatollah Khomeini to "take to the streets" themselves against "anti-revolutionary elements", they have made several attempts to purge the universities.

In April, occupied the University of Kerman and demanded a second year of studies. In May, they occupied the University of Shiraz, demanding a second year of studies.

In May, five people were killed and more than 100 injured in clashes at the Jomhouri University in Tehran. The students gathered in front of the university and issued a resolution in support of the decision of the Revolutionary Council and President Bani Sadr to change the educational system of the country.

Also in May, in Sistan and Baluchistan University, one person died and 50 were injured in skirmishes

between rival political groups. Against this background, and with a lack of consensus between the Revolutionary Council and the Bani Sadr Government, the Government is finding it difficult to introduce major policy changes and practical reforms.

Everyone agrees with Khomeini. Everyone agrees with the Revolutionary Council, that it is necessary to change the situation of universities, and to establish a revolutionary culture, something which has been ignored in the past.

The problem is that there are other more important priorities on the Government's agenda. Moreover, a great deal of current revolutionary rhetoric is quite meaningless and has become a barrier to communication between various ministries. So while there are announcements and pronouncements from all those concerned with education, no one really understands what the other person is saying.

However, despite all the confusion, the Bani Sadr Government Continued on page 36.

Inside

- Oman
- Islam in Britain
- Publications
- Islamic economics
- Islamic sociology
- Turkey
- Technical education
- Children's books
- Malaysia

36
37
37
38
39
40
41
42
42

Conference takes steps towards a blueprint

continued from page 35

higher learning in the world; and around a quarter of all spending in the Saudi 1975-80 plan went on education. In the mega-money of the Gulf that is a lot of expenditure.

Commitment in education is therefore not in question, ironically, however, it is precisely the dramatic quantitative growth of learning opportunities that is giving most concern in many Muslim intellectuals.

The fear is that, as Islam enters its fifteenth century, it will be torn apart by the cultural neo-colonialism of westernised learning. As mere students leave to study in the United States or Britain, the concern grows. It is against this background that more than 300 distinguished Islamic scholars and teachers from throughout the world gathered in Mecca in April, 1977, for the First World Conference on Muslim Education.

The aim of the conference was to establish a blueprint for the development of a modern Islamic education system at all levels.

As Shaikh Ahmad Subuh Janjoom, chairman of the conference's organising committee, says: "The idea of the conference was generated by the realisation that all branches of knowledge in the modern education system that we have borrowed from the west are dominated by secular and hence anti-Islamic concepts."

"The permanent norm of a God-given code of life which formed in one time in the past the unquestioned source of assumptions for social, cultural and intellectual life has been torn to pieces. We are facing the communist millennium."

Four key steps forward were identified in the Mecca conference:

- Knowledge has to be reclassified according to Islamic criteria;

- Research projects should be undertaken to formulate concepts based on the Prophet's teachings and the Prophet's example on the present secular concepts;

- Curricula should be redesigned and textbooks written on the basis of these Islamic concepts;

- New teacher training programmes should be initiated to make teachers aware of the Islamic concepts and how they can be used.

All of which is easier said than done. Dr Syed Ali Ashraf, secretary of the conference, says: "We do not even have basic Islamic text books to offer students in such central subjects as economics, sociology and history. We badly need an

Islamic Philosophy of Science and Learning primer.

It is not only a question of commissioning such books. We have first to find out who can write them. Such a basic tool as a Muslim world Who's Who does not exist.

Yet Islam must create its own system of modern knowledge or perish. There is no end to knowledge and Muslims must not close the doors to new learning."

Out of the First World Conference a permanent secretariat headed by Dr Ashraf was set up in King Abdul Aziz University, Jeddah. Its first step was to plan, in conjunction with Hinder and Stoughton, publication of the conference's papers in a series of seven volumes (see page 37).

The secretariat, named the Follow-Up Committee, is also organising a major international conference on the classification of Muslim knowledge, curricula and textbooks, and teacher training.

The first of such meetings took place at Qadisiyah University, Pakistan, this March; next year, Dacca will host a textbook development conference; and Indonesia is being approached as the venue for a major teacher training seminar in 1982.

Significantly, this year's meeting of the conference of European Ministers of the Muslim world was held in Mecca. The Follow-Up Committee has moved its headquarters from Jeddah to Mecca and work is proceeding apace in the setting up of the new centre.

In the age of the petrodollar, finance is no problem: time is the enemy. Bunkis-In Arabic—must be produced; teachers trained; and western-trained academics encouraged to use the new materials.

Many Islamic scholars fear that the debate on the way education is to evolve may be decided by default by the apparently relentless growth of westernisation.

Unless an acceptable modern system of Islamic education can be evolved—and quickly—a backlash may come, as it has in Iran, which would simply outlaw western-style learning.

In effect, that would mean smothering modern learning: Arab governments would be totally reliant on the west for technology. The baby would be tipped out with the bathwater.

Paul Mooradian is managing editor Middle East Education.



Sixteenth-century Portuguese forts in Muscat.

A. J. Parsons on the state of English language teaching

Oman is doing fine, thank you

MUSCAT

"Hello, how are you? I am fine, thank you", is probably the most frequently heard utterance in English in Oman, and it can all come as a surprise to hear it even in the more distant parts of the country which are so remote that, even up to 25 years ago, virtually no Europeans ventured.

But Oman is full of surprises, and this recent spread of education to all corners of the country is but one aspect of its rapidly changing character. It is a large country, of majestic beauty, it has deserts, and mountains and inviting beaches, and is a country of stability peopled by a range of ethnic types, all of whom are friendly and well disposed toward Britain.

The modernisation of the country has been, to put it simply, breathtakingly rapid. But the enthusiasm and occasional recklessness of early development has now mellowed, so that development and more controlled growth are now the order of the day. The wealth of the country flows with the oil, limited though this is. But Oman must not be confused with its oil-rich Gulf neighbours.

Indeed in some ways Oman should be really be considered a Gulf state at all, as its history, culture, and trading traditions have all determined an outward orientation, to East Africa and the Indian sub-continent.

In educational terms, the country's basic statistics are startling. Qabus bin Said, took over the running of the country from his father, there were only three conventional schools in the country, with a total student population of some 900 boys (not counting more than 1000 girls in the private Qur'anic schools which provided basic literacy and knowledge of the Qur'an and the religious tradition).

Since then, numbers have risen dramatically and there are now around 380 schools with 86,000 pupils in full-time education, of whom 27,000 are girls.

Aspects of education in the English language, as without some basic competence in English, job prospects are limited. This is realised in the business community, in various government departments, and among the armed forces and police, and there is a host of English language programmes in operation. Most of these are organized by the British Council, although some are organized by Polytechnic, private language teaching organizations, and others by the Omani organizations.

The armed forces, for example, have considerable investment in

education and training, and British teachers are teaching not only English language but also maths and physical sciences. Airwork Services provide not only the skilled technicians but also the equipment but also have also helped set up an educational and training centre, providing both teachers and administrators.

The school system is doing its best to turn out pupils with the necessary language skills, but there are major problems. The rapid expansion of schools and the desire for education has meant that many schools are simply tents or huts made from palm branches, but the Ministry of Education is building new schools as fast as funds permit.

Oman is large, almost the size of the United Kingdom, and the facilities are taking some time to be established. Electricity and water supplies, and accommodation for teachers are being improved as much as possible, so that some measure of hardship and discomfort is found only outside the major centres of population.

Teachers are needed in over 100 schools, but the pool of suitably trained English teachers from other Arab countries is diminishing, as their own populations are growing and their own advanced needs have to be satisfied. English teachers are now recruited from India, Pakistan, and Sri Lanka, with some American Peace Corps teachers and some British teachers.

It is the Ministry's desire to have as many British teachers as possible, particularly in the larger schools, and they are in the process of re-organizing salary structures to attract trained teachers from the United Kingdom. The rewards are many, as are the frustrations, and the heat of the summer is something that has to be experienced by those wishing to acquire valuable teaching experience in a unique country and to contribute to an important work to its overall development, it is a stimulating challenge.

Three volumes have now appeared of the planned seven-volume series containing selected papers from the 1977 First World Conference on Muslim Education, held in Mecca under the auspices of King Abdul Aziz University.

Published by Hodder and Stoughton, the series should be complete during the coming year when the remaining four volumes will be issued.

Among the objectives of Islamic Education, Critique in Muslim Education and Curriculum and Teacher Education are the books now available.

To come are Social and Natural Sciences, The Islamic Perspective on Literature and Arts, and Muslim Education in the Modern World: A Survey.

Dr Syed Ali Ashraf, the secretary of the First World Conference and general editor of the series, explains the lack of written materials as one of the greatest obstacles to the development of modern Muslim education.

It is intended that the series should encourage scholars to focus on the central issues facing Islamic learning and lead to the development of associated research projects.

Critique, the first volume to be published, is an exposition of the deep-rooted problems underlying Muslim education against the background of western secular education and its impact on Muslim society since the middle of the nineteenth century.

The authors point to what they see as the gradual weakening in the Muslim world of moral and spiritual values, reflected in the policies of successive Muslim governments.

It is their contention that western cultural values have now so deeply infiltrated the societies into the fabric of Muslim society that a point of crisis has been reached.

The overriding theme of the paper is that Muslim education has drifted far from its moorings; the need of educational change is making it even more difficult to stem the tide of westernisation.

Outlining the Muslim alternative to the secular world, the paper argues that the Islamic perspective on education is a more holistic approach, one that seeks to develop the whole person, not just the intellect.

From the experience of the last year, it seems that this chance will not be forthcoming in the near future.

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Longman

How to get the message across the great cultural divide

Although few teachers in Britain are Muslims, many make valiant efforts to teach their pupils about the Islamic way of life. Richard Tames looks at the means they use.

"Years of Christian theology at university have remotely touched on comparative religion so anything I do now is entirely self-taught."

Teachers to Britain often approach teaching about Islam with considerable self-doubt, not only about their lack of training but also about their lack of commitment.

"What is always most difficult is trying to say things that are not a believer's own teacher's said."

Another worried about the time available. "I guess that we can only learn a little of the complexities of Islam in the time available."

But British teachers do make some effort to assure they do their best to teach about Islam. The following examples are taken from a dozen or so teachers recommended by local authority advisers for their efforts.

One teacher invites Muslim students to come and talk to his pupils and encourages project work on such subjects as Islamic decorative art and twentieth century mosques. He also borrows materials from local religious education resources centre so that, "for a couple of weeks my room becomes a mosque complete with taped calls to prayer, prayer mats, incense, etc."

A Midlands teacher organizes visits to a Birmingham mosque and is at present exploring the possibility of some of the pupils going in pairs to visit Muslim families in order to eat with them and get to know the lived faith "from the inside".

A Yorkshire teacher noted that: "The more able first-formers are interested in the subject because it was new to them and they responded well. Some of the less able seemed lost though, simply confused by matters so far outside their normal 'kan'. This was rather tellingly demonstrated."

CSB syllabuses vary significantly in detail. Work on Islam could

be a counter-productive. A north Yorkshire teacher noted that: "The more able first-formers are interested in the subject because it was new to them and they responded well. Some of the less able seemed lost though, simply confused by matters so far outside their normal 'kan'. This was rather tellingly demonstrated."

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Recent world events have not encouraged British schoolchildren to have a sympathetic attitude to Islam.

account for up to 60 per cent of the final marks of a candidate taking the examination offered by the North Regional Examinations Board, whereas such work would account for only one sixth of the marks under schemes offered by the West Midlands Examinations Board. There are also notable differences in the detail with which the coverage of Islam is specified by the various boards.

Rather fewer options are available at GCSE and A level and there are similar differences in respect of the depth of detail and breadth of coverage between the schemes offered by the various boards.

Whatever the depth of coverage expected, the general approach is almost universally a phenomenological one. Study of selected passages from the Qur'an is rarely specified, although the Welsh Joint Education Committee's A level is an exception. The contrast with the detailed references to Biblical passages in most O level syllabuses and some CSE ones is striking.

"Islam has been seen as the concern of the religious education teacher but teachers of history and social sciences have ample scope for introducing topics from the world of Islam." However there is little evidence that any significant steps have been taken in this direction.

The treatment of these topics is invariably one-sided. A favourite A level history question is, for example, "When did the Ottoman Turks provide the threat to the peace of Europe?"

Dr James Handerson, former senior history lecturer at the Institute of Education, University of London, has argued that "the Muslim brain has painted such a picture of Islam as a religion of violence and fanaticism which has distorted the historical panorama which did not feature them could be nothing but a wild and grotesque distortion."

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df really? That appears to be the situation at the present time, although some useful materials have appeared in recent years and alternative approaches have been suggested.

Social studies teachers have a remarkable degree of freedom to determine their own syllabuses but in practice the same topics tend to recur and many of these—the family, minorities, education—provide opportunities to bring in an Islamic dimension.

Nor would such a perspective be excluded from the course of study prescribed for public examinations. The Cambridge A level sociology syllabus, for instance, prescribes the study of socialization, kinship relations, modernization and cultural transmission (paper 1) and education, religion and race relations from the sociological point of view (paper 11). The JMB A level sociology syllabus offers a range of optional studies which includes the family, community, education, politics, welfare and work, any of which might admit the inclusion of examples and case studies from the Islamic world.

Other subject specialists could also make relevant contributions. Art, design and craft courses could include work on Islamic textiles, ceramics, architecture and calligraphy. Indeed, a number of public examination syllabuses give scope for project work which could be devoted exclusively to a study of such a topic.

The background to the way of life of Muslim communities could be provided by the teaching of geography, though it must be noted that the Middle East and South-East Asia have been curiously neglected in British schools and recent trends in geography, which emphasize skills, concepts and quantitative methods, do not seem to encourage attention to the cultural and human aspects of man's relation to his environment.

Teachers of English—and of French—could examine some of the novels and poetry produced by Muslim writers or at least which relate to Muslim countries and concerns. Teachers of mathematics and science could pause to consider the contribution made to their disciplines by Arab and Persian scholars. In a year in which the British winner of the Nobel prize for physics was a Pakistani-born Muslim, this might not be inappropriate.

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Street in Jeddah: Islamic models of consumer behaviour and market structure are viewed.

The concept of Islamic economics first appeared in the 1940s with a number of Muslim scholars emphasizing Islam's unique approach in man's economic problems, distinct from the approaches of capitalism and communism.

The first clear reference in Islamic economics as a subject of study is found in the writings of Sayyid Abul A'la Maududi in the 1940s. The idea found a brief and weak expression in an educational institution set up in India and some of its graduates articulated the idea through a quarterly journal, *Islamic Thought*. Similar efforts were also being made in Cairo, Karachi and Lahore.

Significant progress was made during the 1960s with professional economists starting writing on the subject and its introduction as a course of study by the Universities of Karachi and Punjab, Pakistan. Meanwhile the literature on Islamic economics grew steadily and received a great impetus from the

'Modern economics bears a deep imprint of the societies in which it developed'. Muhammad Nejatullah Siddiqi looks at progress towards true Islamic economics

What values, whose goals?

First International Conference on Islamic Economics held at Mecca in 1976 and the Seminar on Monetary and Fiscal Economics of Islam, also held at Mecca, in 1978.

The First World Conference on Muslim Education, held at Mecca in 1977 also took up the subject and follow up continued through the second conference held at Islamabad in March 1980. The proposed third conference in 1981 expects to examine detailed proposals on curriculum development.

At present the subject is taught

at a number of universities in the Arab world and Pakistan, but not at all of school level. Not only has economics often yet to find a place in the school curriculum, but suitable text books and trained teachers are not available.

The Universities of Karachi and Punjab have run courses in Islamic economics at the Masters level for more than a decade. Besides a full year optional course, the subject also forms part of a course on comparative economic systems. Most other universities in Pakistan also follow the same pattern.

The syllabus focuses on the Islamic concept of ownership, the Islamic code of conduct for the consumer, businessman, employer, and social security, prohibition of interest and Islamic banking.

There is very little analytical content and the recent attempts of some Islamic economists to introduce Islamic postulates in micro-economic and macro-economic analysis seem to have no impact on the content of these courses. As most of the teachers do not know Arabic and have had no special training in Islamic economics, the content of the courses also leaves much to be desired.

In Egypt the Al-Azhar University has its own curriculum, teaching being mostly done by Ph.D.s in economics from western universities who have the advantage of knowing Arabic. Most of the students are, however, historical in nature.

The Umm al-Qura Islamic University at Khartoum, Sudan, also has similar courses in Islamic economics, and so has the department of economics at the University of Jordan, Amman.

Some Islamic concepts find their way into courses like those on public finance, even at those universities in Egypt and other Arab countries which have no separate courses on Islamic economics.

Saudi Arabia, the University of Riyadh and the King Abdul Aziz University of Jeddah have introduced separate courses on Islamic economics or undergraduate level. The latter is making some efforts to restructure all the courses in economics with a view to introducing Islamic concepts as far as possible at this stage.

It has the advantage, in this connection, of the close cooperation of the International Centre for Research in Islamic Economics, Jeddah. At the same university, the department of socio-technical studies in the College of Engineering is also giving courses in economics with Islamic perspective which looks at consumer behaviour, the consumer, behaviour of firms, labour and banks.

The Shariah Faculty of King Abdul Aziz University, located at Mecca, has recently introduced Islamic concepts and to focus on

Islamic economics at Masters level as part of its higher studies programme. Those courses, run partly by visiting professors from Cairo and Alexandria, are in better shape so far as the Islamic input to the course, but non-availability of text books on economic theory with Islamic perspective remains a major problem.

The same problem is faced by the Imam Muhammad bin Saud Islamic University at Riyadh which has been the first to establish a seminar in its Faculty of Islamic Economics comprising courses in Islamic economics and Islamic banking. The department has devised the courses and written down the syllabus but the university is finding it difficult to get suitable teachers. The department will give courses in the Quran, Sunnah, Fiqh and English language besides all the conventional courses in economics.

The introduction of Islamic economics has been under active consideration of some universities in Malaysia and Bangladesh and also by the All-India Muslim University in India. But practical steps have yet to be taken, presumably because of lack of text books and suitable staff. Some of these universities have, however, allowed doctoral dissertations to be written on subjects belonging to Islamic economics. Several universities in the United States have already awarded Ph.D. degrees on dissertations written on similar subjects.

Modern economics, like the other behavioural sciences, bears a deep imprint of the value orientation of the societies in which it originated and developed.

The economics being taught at the universities in Muslim countries falls to take into consideration both the value orientation of the people and the social realities of the country in question. Though possibly a positive science, a number of basic concepts, for example that of economic rationality, also play a normative role. These can hardly be accepted without radical modifications in an Islamic society.

Then, the applied and policy oriented courses, like those on economic development, public finance and monetary policy, must reflect the goals of Islamic society which emphasizes equality, cooperative living and the social character of the society. In view of this a few courses on Islamic economics, leaving the conventional courses intact, in fact if this is done it is likely to confuse students who would find "economic rationality" and the allocative role of "interest" emphasized in the conventional courses and rejected in the Islamic courses.

Nothing short of a fusion of existing elements of modern economics will answer the need. All the courses will have to be restructured to incorporate basic Islamic concepts and to focus on

the socio-economic realities of the Muslim countries.

Despite some progress during the last decade the above task is far from complete. Analytical papers have been produced on consumer behaviour, theory of firm, market structure, income determination, savings and investment and monetary theory but these mostly represent individual approaches, leaving many points highly controversial.

In the absence of a professional journal which could provide a forum for sustained discussion such points can be settled only through seminars and symposia which have been few and far between. The Association of Muslim Social Scientists in the United States and the International Centre for Research in Islamic Economics at King Abdul Aziz University, Jeddah, are making some efforts to make Islamic economists focus their attention on these and other areas demanding conceptual clarity and consensus.

No good textbook can be produced without conceptual clarity on economic issues. The books which are now in use are either eclectic collections of historical material or represent individual constructions based on postulates which leave too many gaps in the sequence.

The International Centre for Research in Islamic Economics has recently invited detailed course outlines and parts of courses fully written by scholars and plans to organize discussions on these.

The lack of textbooks can, in some extent, be compensated for by books on Islamic economics from the literature produced in the last few years. In Islamic economics, as in other sciences, the progress is being prepared by the present author and Professor Khurshid Ahmad at the Islamic Foundation, Leicester, and the first volume in the series of *Islamic Economics* is now being prepared.

The growth of Islamic economics is a fact that several hundred professional economists are now involved in the development of the subject, the fact that there is no dearth of talent that can be harnessed for the development of Islamic economics.

Unfortunately the governments in Muslim countries have so far taken little interest in this and their apathy is reflected in the attitude of their universities.

Under a three point programme under consideration of the King Abdul Aziz University department of economics suggests suitable action once the interest is there. The programme includes:

1. The removal of contradiction from the scheme of courses in economics by a critical treatment of their underlying postulates supported by the introduction of Islamic alternatives.

2. The introduction of Islamic goals and values in the policy oriented courses such as banking and monetary policy, public finance and economic development.

3. The introduction of separate courses on the history of economic thought in Islam and contemporary Islamic economics.

These three steps can be taken immediately while the restructuring of the entire scheme of courses and the development of teaching material continues.

Professor Muhammad Nejatullah Siddiqi is professor of economics at the International Centre for Research in Islamic Economics, at King Abdul Aziz University, Jeddah.



Second World Conference on Muslim Education

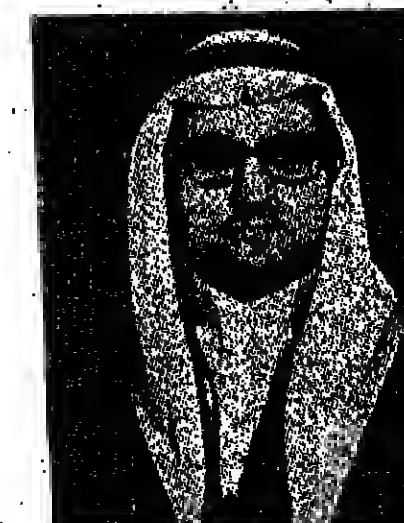
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Islamabad March 15-20 1980

Rebuilding Muslim education

by Shaikh Ahmad Salah Jamjoom



H. E. Shaikh Ahmad Salah Jamjoom, chairman, organizing committee of conference.

Muslim society is getting rapidly modernized. All Muslim countries are compelled to adopt technology in order to live as a living and thriving member of the modern world. What is most dangerous is that we have not as yet succeeded in building up in this minds and souls of the younger generation an attitude that would help them to resist the bad effects of technology, the sceptical attitude to faith that it generates, the pride and arrogance and overbearing faith in man's intellect that breeds, the complete loss of humility that it creates and the total enslavement of man to machines and techniques that it brings.

In some of the Muslim countries such as Egypt and Pakistan and Turkey and Iran, the conflict that this modernization has brought about between the traditional minded people and the modernized people has led to confusion and repulsion. But, thank God, as yet the foundation of the society is still Islamic.

At the First World Conference on Muslim Education held in Mecca in 1977, this problem was discussed in detail and 313 scholars from all over the world came to the conclusion that unless we substitute the secularist and anti-religious concepts that pervade all branches of knowledge in modern education by Islamic concepts we shall not be able to resist the onslaught of secularization.

Out of that Conference four things emerged:

(1) It was felt that immediate steps must be taken to get research work done and published so that there is an intellectual movement in Muslim countries and educational and administrative have some positive concepts to discuss and place before modernists as substitutes.

(2) In the meantime the curriculum should be redesigned and instead of two different curricula, one for traditional education which is primarily religious in character and the modern which is wholly secular, there should be one curriculum with enough options.

(3) Text books will have to be revised, rewritten or newly written on the basis of this curriculum.

(4) New teaching methodology has to be devised and teachers freshly trained so that they know how to make pupils aware of the spiritual and moral implications of what they are reading or learning—implications derived from Islam.

The Conference set up the Follow-up Committee to implement the above ideas.

This committee got the full intellectual, moral and financial support of King Abdulaziz University. The support was possible only because of wholehearted backing that its present President, Dr. Abdullah Omar Nasseef, has always given. Dr. Abdullah Nasseef has fully cooperated with the organizers of the First World Conference, first as the Secretary General and then as a Vice-President of King Abdulaziz University. As President of the University, he is now keen to go ahead with the task that is in front of us so that he may achieve some success in his own university.

King Abdulaziz University also wanted to set up a World Centre for Muslim Education at Mecca. It felt that the task is so huge that it cannot be achieved single handedly by a few scholars working in Saudi Arabia or in any Muslim country. All Muslim scholars, both young and old must have a forum through the medium of which they may express their ideas and opinions, and be able to get together and exchange ideas and thoughts.

When the proposal went up to His Majesty King Khalid, he and his cabinet thought, and thought rightly, that this should not be the task only of Saudi Arabia but also of the rest of the Muslim World.

The Saudi Government therefore made

a proposal to the Conference of Foreign Ministers of the Muslim World which is held every year. This year the statutes and the budget of the World Centre have been approved. All along the Follow-up Committee has been helping the Organization of the Conference of Foreign Ministers in this matter.

The Follow-up Committee has not been sitting idle. Under the able supervision of its Secretary, Dr. Syed Ali Ashraf, it has launched a research programme and has planned to publish a number of basic books on different branches of knowledge in a series known as the *Islamic Education Series*.

As a first instalment Dr. Ashraf, as General Editor, has planned to publish seven books, most of whose matter has been culled from the papers submitted at the First World Conference. Three books, *Crisis in Muslim Education*, which sums up the problems of education in the Muslim world written by Dr. S. S. Husain and Dr. Ashraf, *Aims and Objectives of Islamic Education* edited by Dr. Naqib al-Attas and *Curriculum and Teacher Education*, edited by Dr. Hassan al-Affendi and Dr. Nabil Ahmad Baloch, have already been published by Hodder and Stoughton.

They are bringing out four others, *Social and Natural Sciences: the Islamic Perspective* edited by Dr. Ismail R. Faruqi and Dr. Abdullah Omar Nasseef, *Education and Society in the Muslim World* edited by Dr. Wasiullah Khan, *Philosophy, Literature and Fine Arts* edited by Seyyed Hossein Nasr, and *Muslim Education in the Modern World: A Survey* by S. A. Ashraf.

Further research projects have also been undertaken for the coming academic session. These are the projects which have already been recommended by scholars at the Second World Conference

on Muslim Education held this year at Islamabad.

This second conference is another achievement of the Follow-up Committee. Qaid-i-Azam University of Islamabad, Pakistan, assisted by the Islamic Education Research Centre set up by the Central Government of Pakistan, in co-operation with the Follow-up Committee, organized the Second World Conference on Islamic Curriculum. As this conference we have shown the shortcomings of liberal and general education that we have imported from the West, reclassified knowledge from the Islamic point of view and redesigned the curriculum.

I have already sent the recommendations of this conference to the Ministers of Education of Muslim countries and requested them to study them and let me know what problems they face and what methods they suggest for the implementation of these recommendations.

The Follow-up Committee has already inspired the Bangladesh Government and they have set up an Islamic Education and Research Institute which in co-operation with us is going to hold the Third World Conference on Muslim Education: on textbook development on the basis of the curriculum already approved at the Second World Conference. This Conference is expected to be held at Dacca in 1981.

The only immediate thing that remains to be done is a working relationship between the Follow-up Committee and the World Centre for Muslim Education either through a merger or through some other arrangement that has to be worked out. Steps have already been taken by King Abdulaziz University and the Islamic Secretariat (Organization of the Islamic Conference of Foreign Ministers) to find that arrangement. May Allah guide them through the right path.

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Planning for an Islamic science curriculum

by Abdullah Omar Nasseef

The major stages in planning the Islamic scientific curriculum are discussed here. The term "Islamic curriculum" or "scientific curriculum" refers to the curriculum in all scientific, technological, and technical fields of natural science, applied science, engineering and technology from the elementary to university levels. The curriculum for specific disciplines might have their specific problems and, therefore, the methodological stages might differ in detail.

The major stages in planning the curriculum are: the identification of goals of education and the curriculum, and an analysis of the needs of the various clients and interested parties; designing the major structural elements of the curriculum; preparing the curriculum content which assumes the existence of teaching materials such as textbooks and Islamically qualified instructors; programming the curriculum which involves the detailed planning of the objectives in terms of what is to be taught and how it is to be taught and learnt; implementation of the programmed curriculum through interaction of the content, the human and non-human resources, and the institutional system; and evaluation of the curriculum in relation to the goals and objectives of the designed programme. These stages are interconnected and iterative.

The planning of a science curriculum for Muslims poses many difficulties. The requirements that Islamic things face to face with such stark realities as the fact that we do not have Islamic books in the field of natural sciences which could be used as textbooks. Nor do we have instructors who could teach an Islamic science curriculum which is by definition interdisciplinary. Even a professor whose special interest in teaching an innovative curriculum is recognized, demands, and must be given time and the facilities to "develop the course".

We seem to lack the will to recognize and provide facilities to develop such an "Islamic curriculum" and an "Islamic course". The haste to achieve "development" in science and technology has made it easy for Islamic instructors and educational planners to imitate the "successful" Western or Marxist curricula and their content. This tendency towards blind imitation and self-intentioned pragmatism further complicates and discourages the efforts to plan an Islamic curriculum.

Curriculum planning, the structure as well as the content, is a science rather than an art. Practical experience in teaching over a long period of time, or rising to a position of high academic administrator on the basis of experience in teaching or a recent Ph.D. in a scientific or technological discipline, does not make even a sincere Muslim an Islamic curriculum planner.

The role of non-Muslim foreign advisors and experts in planning our science curriculum can be particularly disastrous when we do not have equally qualified and prestigious Islamic curriculum planners. The science of Islamic curriculum planning requires an Islamic philosophy of education and science, a study of Islamic history and methodology, and a broad knowledge of the disciplines for which the curriculum is to be developed.

An Islamic curriculum is a plan for the education and development of students through a series of steps, stages, and phases. It is a plan for the education and development of students through a series of steps, stages, and phases. It is a plan for the education and development of students through a series of steps, stages, and phases.

This is an Islamic curriculum which deals with a philosophy of life, teaching and learning as well as the technologies and methodologies of teaching and learning. An Islamic curriculum is a plan for the education and development of students through a series of steps, stages, and phases. It is a plan for the education and development of students through a series of steps, stages, and phases.

The first step in curriculum planning is the identification of goals. There are two broad goals, the ideological or Sharia goals, and the technical goals. The Sharia goals are very important in defining the terminal goals of a Muslim curriculum. These are the goals which define the Islamic curriculum in relation to the Islamic faith and the Islamic community.

The technical goals are the goals which define the Islamic curriculum in relation to the technical sciences. These are the goals which define the Islamic curriculum in relation to the technical sciences. These are the goals which define the Islamic curriculum in relation to the technical sciences.

Each profession will identify its technical goals in the context of Islamic concepts such as the concept of social obligation, to pursue a technical specialization. Besides such a broad statement of goals, a more detailed definition of goals might be spelled out. These detailed specifications of goals would create a profile of qualifications to be achieved in the student.

Islamic curriculum planning requires decisions on the proportion of the curriculum devoted to the technical and the humanistic social sciences stem of the macro level. The recommendations of the First World Conference provide general guidelines in this connection. In the scientific or technical curriculum, the place of interdisciplinary subjects has to be specified.

The scientific curriculum of schools and colleges in the Muslim countries shows a great deal of similarity in methodology, both quantitative and qualitative. In the Islamic curriculum, the place of interdisciplinary subjects has to be specified.

The less-developed countries, Muslim or non-Muslim, need more time than this in the curriculum of technical schools and colleges for scientific education, for social sciences, humanities, and the languages and communications skills.

The qualitative improvement can be achieved by teaching subjects of values and behaviour in order to remove the ecological, cultural, and the growth of the Islamic scientific spirit, and the development of Islamic science and technology.

need, personal and professional, and commissioned to prepare papers, brochures, enthalogues, textbooks, etc. Such specialists should also be utilized to offer seminars and short-term courses in refresher and training other school teachers and college instructors.

Our academic, research and development institutions must be made capable of identifying and supporting students and scholars who show promise of achievements in integrating Sharia with social and natural sciences, and technology.

There can be no Islamic science and technology curriculum without the necessary books and other materials, more important, the men and institutional arrangements to produce them.

The production of materials for the Islamic curriculum content is the subject of another paper. Programming here refers to the more detailed planning of the curriculum structure and content through development of objectives and the application of appropriate learning theories. Objectives are based on the goals and refer to specific ends to be achieved in terms of knowledge, skills, and attitudes, and the psychology of learning.

When applied to specific courses, the formulation of objectives means avoiding generalities and focusing on what exactly is to be achieved. The statement of objectives guides in selecting the content, the choice of learning activities, the teaching methods and procedures to follow, and in monitoring and evaluating the progress of the student and the instructor himself.

Several components of the objectives have been identified in relation to the content of a course and the expected behavioural responses. For example, a course in ground water for arid lands should include a sequence in topics covering: (a) the content of the subject of recharging ground water by artificial means. The behavioural objectives to be achieved could be: a simple recall of facts and principles, comprehension and interpretation of data, application of knowledge to new conditions, skills in analysis and synthesis, and evaluation, making critical judgements, and programming and planning.

It must be emphasized that the objectives of the curriculum should be stated in terms of behavioural responses. The behavioural responses should be stated in terms of what the student should be able to do. The behavioural responses should be stated in terms of what the student should be able to do.

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example, self-directed instead of dependent on external conditions. Development of Islamic theories of teaching and learning is very important in order to deal at the level of an individual student and teacher issues of motivation, personality characteristics, etc. The difference in the effectiveness of curricula in the advanced and backward countries is precisely due to the difference in learning experiences.

This leads us to the selection of learning activities to provide appropriate experiences for achievement of specific objectives. Learning activities consist of the use of certain principles, and the employment of methods, equipment and facilities for learning.

For example, one principle is that a student must engage in an activity that gives him the opportunity to practice behaviour that is implied by the objective. If the objective is to develop the skills in problem solving, then the learning activities must deal with actually solving problems instead of reading the problems or watching somebody solve them.

On the other hand, learning activities may consist of lectures to large groups of students, smaller discussion groups, individualized teaching, self-study, laboratory work and workshop practice, the use of audio-visual devices, etc.

The choice of a learning activity depends not only on the needs and requirements of students and the requirements of instructors but also on the cost and availability of the activity.

Another aspect of curriculum programming deals with the selection of content. This should be done by using the criteria of significance, relevance and other minor criteria such as the availability of material, students' preparedness and level of development, the qualifications and interests of the instructor, and the basic goals and objectives of the course.

In scientific fields, where recent knowledge tends to become obsolete and older methods and concepts are forced into prominence due to environmental or other considerations, the significance of content in the immediate and a little distant future is a primary criterion in content selection.

The content should also be relevant for the learners and their later employment. Appropriate science and technology in relation to the geographical, developmental, environmental, and Muslim cultural, religious, and social elements should be included. The introduction of significant and relevant Islamic notions and considerations in the content of courses which are in the process of Islamization is very necessary in order also that the introduction of Islamization or Islamicization should not harm the intellectual growth of the student. The challenge is to integrate science with Sharia.

Knowledge is highly valued in Islam. Learned men and teachers enjoyed respect not only among their students but the whole community emulated their example. They commanded a power in society which was superior even to the power of the ruler. Good Muslim rulers, in fact, considered it their duty to take advice and seek the company of the great teachers of their times.

Such teachers of a more advanced Muslim society of learning and drew scholars from all over the Muslim world in the heyday of Islamic civilization. Even in the waning days of its decline, Islamic education could still attract leading personalities who have left their mark on the pages of history as great scholars and teachers.

With the advent of modern education and the impact of alien influences on Muslim education, the Muslim teacher has largely become a professional. Foreign philosophies were so internalized into his education that they could not penetrate deep into his personalities and yet they did succeed in alienating him from his cultural roots.

It is in the context of this relationship between God, Man and Nature that the following aims and objectives of education are announced and unanimously accepted by Muslim scholars at the First World Conference on Muslim Education held in Mecca in 1977: "Education should aim at the balanced growth of the total personality of Man through the training of Man's spirit, intellect, emotions, feelings and bodily senses. Education should therefore cater for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, but individually and collectively towards goodness and the attainment of perfection."

In order to facilitate the implementation of this aim, the Conference suggested that a new curriculum should be designed on the basis of a new classification of knowledge. The Conference rejected the classification followed in Europe and America and imported into Muslim countries and asserted: "The classification of knowledge into two categories: (a) 'general' knowledge derived from the Quran and the Sunnah meaning all Shari'ah-oriented knowledge relevant and related to them; and (b) 'specialized' knowledge, scientific, linguistic, but individually and collectively towards goodness and the attainment of perfection."

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Towards a definition of knowledge

by Ghulam Nabi Saqeb

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Dr. Syed Ali Ashraf

Education is a purposeful activity directed to the full development of individuals. A notion of values is therefore essential in all educational planning, be that: norm, secular or humanist or Marxist or religious. Islam provides an objective norm for all educational planning. The Islamic concept of values has universal and objective validity. It is not the subjective realization of an individual or a group or a race. Islam asserts a 'long-standing' universal tradition and reinforces the values which uphold by all world religions or stress that the final ground and ultimate basis for values is in the conception of man's relationship with God, humanity and the universe.

This means that man has to acquire knowledge of this relationship with God, the nature of God and the character of the universe. Only by understanding this relationship can he determine his own role and function. It is in the context of this relationship between God, Man and Nature that the following aims and objectives of education are announced and unanimously accepted by Muslim scholars at the First World Conference on Muslim Education held in Mecca in 1977: "Education should aim at the balanced growth of the total personality of Man through the training of Man's spirit, intellect, emotions, feelings and bodily senses. Education should therefore cater for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, but individually and collectively towards goodness and the attainment of perfection."

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What—and how—the modern Muslim should be taught

by Syed Ali Ashraf

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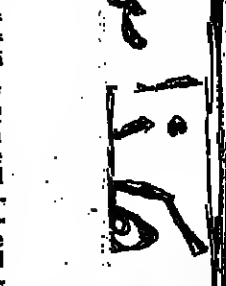
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Dr. Syed Ali Ashraf

Education is a purposeful activity directed to the full development of individuals. A notion of values is therefore essential in all educational planning, be that: norm, secular or humanist or Marxist or religious. Islam provides an objective norm for all educational planning. The Islamic concept of values has universal and objective validity. It is not the subjective realization of an individual or a group or a race. Islam asserts a 'long-standing' universal tradition and reinforces the values which uphold by all world religions or stress that the final ground and ultimate basis for values is in the conception of man's relationship with God, humanity and the universe.

This means that man has to acquire knowledge of this relationship with God, the nature of God and the character of the universe. Only by understanding this relationship can he determine his own role and function. It is in the context of this relationship between God, Man and Nature that the following aims and objectives of education are announced and unanimously accepted by Muslim scholars at the First World Conference on Muslim Education held in Mecca in 1977: "Education should aim at the balanced growth of the total personality of Man through the training of Man's spirit, intellect, emotions, feelings and bodily senses. Education should therefore cater for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, but individually and collectively towards goodness and the attainment of perfection."

In order to facilitate the implementation of this aim, the Conference suggested that a new curriculum should be designed on the basis of a new classification of knowledge. The Conference rejected the classification followed in Europe and America and imported into Muslim countries and asserted: "The classification of knowledge into two categories: (a) 'general' knowledge derived from the Quran and the Sunnah meaning all Shari'ah-oriented knowledge relevant and related to them; and (b) 'specialized' knowledge, scientific, linguistic, but individually and collectively towards goodness and the attainment of perfection."

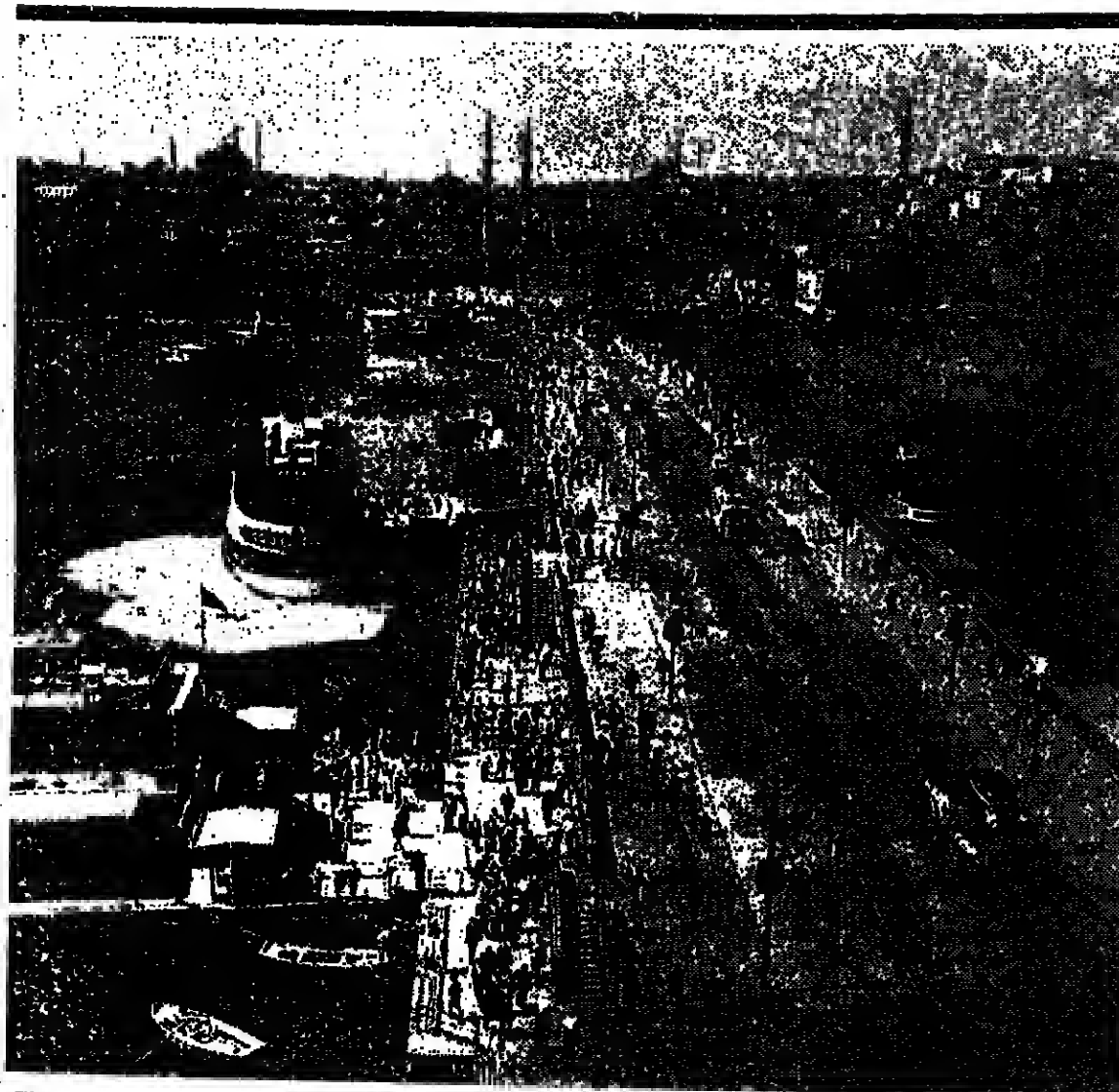
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RIK



The Galata Bridge, Istanbul: which road will Turkish education take into the future?

Great strides in quantity, but what about the quality?

Turkey is beset by extremist violence from left and right. Sabahuddin Zaim argues that part of the problem is the moral vacuum resulting from the omission of Islamic values from much of the education system in the drive to extend it as rapidly as possible in the twentieth century.

ISTANBUL
Enormous strides have been made in the development of Turkish education in the last few decades, but much work remains to be done. Standards are not as high as they should be, and the omission of Islamic values and traditions from much of the education system has led to a spiritual vacuum for young people which communism and national socialism are trying to fill. The size of the challenge is enormous.

Turkey has a population of 45 million, of which 99 per cent are Muslim, and 24 per cent are of primary school age. These figures show the immense amount of work which has faced the government of the Republic in order to increase the level of education. The emphasis has been on quantitative developments rather than qualitative ones and after half a century of planning this policy, the results are on the whole positive. Sixty five per cent of the population is now literate, seventy-five per cent of males, 85 per cent in urban areas, but only 25 per cent of females in rural areas.

In primary education which lasts for five years from six to 11, the number of schools has increased tenfold from 5,000 to 45,000, to five and a half million, and the number of teachers has grown from 10,000 to 200,000. Ninety per cent of primary age children are enrolled in school. Fifty-two per cent of primary school graduates go on to a three-

year period of secondary education. Since 1933 secondary school numbers have increased 18 times, enrolments have increased 30-fold and the number of teachers has gone up 10-12 times the pre-1933 level.

Under public pressure, enrolments outstripped the available facilities, resulting in overcrowding. Forty-seven per cent of the relevant age-group are enrolled in secondary schools.

The third step is a three-year period of higher secondary education. Again, since 1933, these schools have increased 14-fold, enrolments 50-fold and the number of teachers 14-fold. Overcrowding is even more serious here. The academic year is estimated at 1933 figures. There is a huge demand for these schools, and because of limited capacity, entrance is by competitive examination. The student/teacher ratio is higher than in other schools.

Higher education consists of universities, academies and higher colleges of education. Universities were established in 1924, and academies are occasionally independent, although supported by the state. At this level the number of educational units is 14 times the pre-1933 figure, 27, and enrolments leaped ahead 65 times.

while staff figures lagged behind at only 27 times the original figure. The enrolment ratio is about 10 per cent of the relevant age-group.

During the first two and a half decades of the Turkish Republic, an educational system was built on a modern, secular basis. After the Second World War, improving socio-economic relations with western democracies and the limitation of a multi-party system also influenced the educational structure. Religious education in schools began a gradual revival, initially at the primary level and reaching the secondary level by 1956 and the high schools by 1967, on a voluntary, extra-curricular basis.

As a second step, new courses in Islamic ethics were started by 1974 for elementary to high school levels. New the Government has announced a plan to introduce Qur'anic courses into elementary schools by the next school year.

Since 1978, new Islamic courses have been introduced into university curriculum and the library of Turkish Islamic civilization, human relations and Islamic ethics are taught in some engineering academies. In 1979 Arabic was accepted as an optional foreign language at the Middle East Technical University in Ankara and in some other universities. Improving economic relations with Middle East countries played a role in these developments.

The old madrasah system lasted in Turkey until 1930. Madrasahs were established by the Sultans and continued throughout the Ottoman era until the end of the nineteenth century, but all such religious educational institutions were closed in the first decade of the Republic period, to be replaced by new establishments, the Imam-Hatib schools; these began in 1924, but by 1927 only two remained, and in 1930 these were closed.

The first distinct faculty of theology dates back to 1900. It developed under various forms, side by side with the madrasahs, reopened in 1924, but disappeared in the course of the 1930s. The closing of the religious educational institutions opened the way to some ignorance in religious

training in Turkey between 1924 and 1949 and at the end of this period there was an acute shortage of competent religious functionaries and teachers of religion.

So in the early 1950s, special Imam-Hatib schools were founded ones more, for the education of future preachers and teachers. These schools were not permitted to function independently, except for voluntary financial support from the public.

In these schools, which consist of four years at the secondary and three years at the higher level, Islamic subjects such as Qur'an and its interpretation, Hadith, Islamic law, theology, philosophy, Arabic and Persian, make up more than 40 per cent of the curriculum, the rest consists of the physical sciences. Graduates of these schools can enrol in any faculty at the university level, although before 1975 direct admission was not possible.

Numbers of these schools increased rapidly, reaching 72 in 20 years, then doubled in each of the next five years. By 1978 there were 437. Enrolments were 37,000 in 1968 and had quadrupled by 1980.

Islamic studies at a university level restarted in 1949 after a hiatus of 20 years, first at the faculty of theology in Ankara in 1949, then at the Islamic Research Institute at the University of Istanbul in 1954 and the Faculty of Islamic Sciences of the Atatürk University in Erzurum.

In addition to the universities, which are independently governed, the Government established in 1960 a new kind of "high institute of Islamism" at the same educational level, but under government control, to provide further education for graduates of Imam-Hatib schools. There are now seven such schools, and graduates can become teachers of religious and Islamic ethics in standard secondary and high schools, or may be appointed as muftis, preachers or imams in the mosques.

After 1949, permission was given to establish private Qur'anic seminaries to teach children the Qur'an by heart. They filled a huge vacuum and flourished rapidly. Numbers reached nearly 50,000 in 20 years. After the spreading of the Imam-Hatib schools, they are still continuing to function, under very tenuous supervision of the Ministry of Education.

In the cultural field, Islamic functions, instruction and religious activities have been disseminated, especially since the 1960s, through the radio, television, cinema and theatre, and by newspapers, periodicals and by a large amount of Islamic publications distributed by specialized Islamic publishers.

Approximately 5,000 books on Islamic subjects have been published during the past 50 years, seven per cent relating solely to Islamic economics, written or translated by Turkish authors.

Three-quarters of Islamic publications are a product of the period since 1960. After 1970 the Govern-

ment set up a committee on One Thousand Basic Books to select the chief masterpieces of Islamic literature for cheap publication and countrywide distribution, thus providing main cultural sources for the new generation.

In the Islamic research field the Ottoman archives in Istanbul are a very rich source of information covering most of the Islamic world during the Ottoman era, from Morocco to Iran, Saudi Arabia to the Balkans. They are social, economic and legal documents related to daily life and there are about a hundred million of them of which only ten million are classified, the remaining 90 million are kept in their original packages awaiting attention of scholars of Islamic civilization.

At the beginning of Republic, the aim of education was stated to be "to educate the Turkish youth to be nationalist, democratic, realist and secularist". In 1973, actual values were included, and aim of education became "to educate the whole nation as citizens, to identify themselves with the national, moral, humane, social and cultural values of the Turkish nation".

According to this National Education Act, there is to be only a standard curriculum for basic education, including private schools, fixed by the Ministry. To avoid inequality in the curriculum, Imam-Hatib Schools are classified as vocational education.

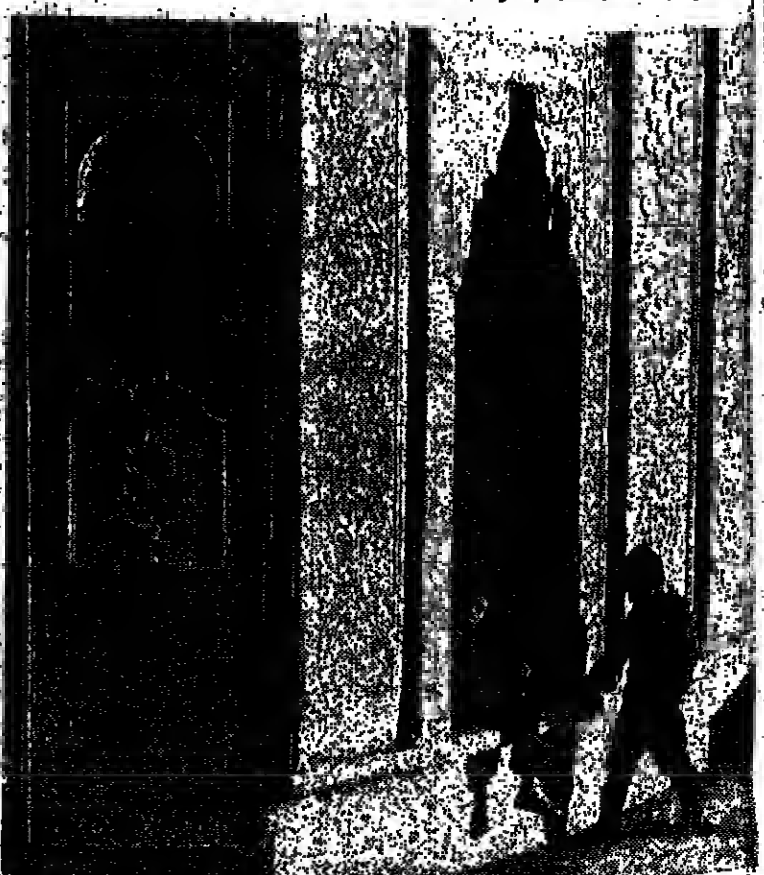
In Turkey there exists an educational system which is supposed to be unified, but is in practice, not. The natural sciences are included in the curriculum of the traditional Islamic education on the one hand, while Islamic courses are on the increase in modern education, in primary up to university level, it has been a natural development.

As can be seen, there has been rapid and positive improvement in the educational structure of Turkey, to exemplify a qualitative point of view, the content and quality of Turkish education is not so favourable.

There are two main problems. The standard of graduates has deteriorated due to rapid expansion and inadequate facilities; the western educational model failed to grow in Turkish society according to its own characteristics.

The failure of the western educational system to instill moral values in the new generations has led to spiritual vacuum (Islamic values and traditions have already been omitted), and the challenge of western ideologies such as communism or national socialism to fill this vacuum, fomenting anarchy in schools. Students are often confused by contradictory values received from their families, schools and the media and lack faith in authority.

Dr Sabahuddin Zaim is professor of social policy, faculty of economics, University of Istanbul.



Growing up in Istanbul—in a spiritual vacuum?

Ziauddin Sardar on recent growth in scientific and technical education

Old and new must work together to get cultural context right

The past few years have seen a tremendous boost to scientific and technical education in the Muslim world. New technical colleges and universities, particularly in the Middle East, have emerged almost overnight and the enrolment of science and engineering students has increased rapidly.

This development has created many problems in educational planning and curriculum development, and also highlighted problems inherited from the colonial days. Science and engineering education in the Muslim world started with technical colleges founded by the colonial powers. The oldest of these is the School of Engineering of the Université Saint-Joseph of Beirut, established in 1913 by French Jesuits.

It was followed in 1925 by the School of Engineering of Maison Carrée (now Al-Harrech) near Algiers which, after the independence of Algeria, became l'Ecole Nationale Polytechnique. Both schools are fully functional today.

These colleges were followed by a host of others many of which, like the University of Punjab, the University of Malaya and the University of Damascus, have now become fully fledged universities. These universities, deeply influenced by the colonial mentality, tend to exemplify a qualitative point of view, the content and quality of the education is not so favourable.

The cultural gap between home

backgrounds and the universities generates a great deal of insecurity in students and tends to emphasize the material aspects of education at all levels.

The new universities, on the whole, are free from this colonial link. They have emerged at a time of growing consciousness in Muslim societies of their traditional heritage and distinct cultural identity. What makes the new universities, such as the Qadhi-Azam University in Islamabad, King Abdul Aziz University of Jeddah, the University of Kuwait, the National University of Malaysia, and Centre Universitaire at Oran and Constantine in Algeria, radically different from the colonial period, is not just their vitality, freshness and strong bias towards science and technology, but also their firm commitment to the need to set scientific and technical education within the cultural and intellectual heritage of Islam.

Along with the faculties of science, engineering and medicine, many new universities have strong departments of Islamic studies.

The attempt by the new universities to give Islamic orientation to scientific and technical education has created local consciousness in other institutions of learning and research, and at last reforms are starting to be made in some countries to tailor technical education to pressing local needs. A certain amount of confidence has been generated in local research and efforts have started to develop links between universities and both industry and society at large.



Veterinary students at work: should they study in Arabic?

A further outcome of this attempt is the current intense discussion on the methods of tackling the problems faced in "Islamizing" scientific and technical education.

The hitherto dominant view that the Muslim lag in science and technology is so tremendous that it is pointless and even harmful to try and develop Arabic as a means of teaching science and engineering is now being challenged strongly.

Proponents of this view argue that there is no modern science and technology in Arabic and since Muslim scientists and engineers should know foreign languages, they might as well be educated in these languages. French in North Africa (except Libya) and English in the rest of the Muslim world.

The argument now gaining ground is that it is not possible for the Muslim world to develop, and for science and technology to take root in Muslim societies, without

making Arabic the language of science and technology. True development can be achieved only within a distinctive cultural heritage. If Arabic has been lacking in technical terminology and literature, it is more because of backwardness and lethargy among Muslims than because of any inherent weakness in the Arabic language.

Consequently, there have been many attempts at the "Arabization" of technical and scientific education. Technical courses are now beginning to be taught completely in Arabic in Syria, Iraq and Algeria and to a lesser extent in Egypt.

The University of Damascus has been teaching medicine in Arabic for over 50 years. Its experience is being utilized in Algeria, Saudi Arabia and Kuwait.

The Arab League Educational, Cultural and Scientific Organization, which has its headquarters in Tunis,

is coordinating "Arabization" programmes at various Middle East universities and has produced a number of technical dictionaries and efforts are also being made to publish original scientific works and research in Arabic.

Clearly the new universities have broken fresh ground in developing appropriate technical education for Muslim societies. However, many of the more radical ideas initiated and generated by the younger institutions have not permeated universities established during the colonial era. Progress in "Islamizing" technical education would be more rapid if the old and the new universities could find ways of working together.

Meanwhile the new universities continue to flourish. The University of the Gulf, for example in Abu Dhabi, is now being built and should be functioning in the not too distant future.

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Application forms for the following appointments, except for Headships and where otherwise stated, are obtainable from the Head Teachers by the dates stated. Application forms for Headships should be obtained from and returned to the appropriate Area Education Officer, A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Head Teachers

Torquay, Audley Park School

Barton Road (Roll: 1,560)

Head (Group 12)

Required January 1991, for this mixed Secondary School. Further details and application forms available from Area Education Officer, Oldway, Paignton, Closing date 19th September, 1990.

Compton C.E. Primary School

Higher Compton Road, Plymouth PL3 5J (Roll: 360)

Head (Group 6)

For January. Applications invited from suitably qualified and experienced teachers who should be communicant members of the Church of England. Application forms and further details from Area Education Officer, Civic Centre, Plymouth. Closing date 19th September, 1990.

Northam—St. Mergerets C. of E. (Aided) Junior School

(Roll: 230)

Head (Group 5)

Required January or April, 1991, for this Junior School situated in the town of Northam approximately two miles north of Didford. A committed communicant member of the Church of England is essential. Application forms and further details from: The Correspondent to the Governors, J. D. Pollock, Esq., Bankside, Lakenham Hill, Northam, Didford, North Devon, returnable by 19th September, 1990.

Exeter Walter Dew First School

Woodwater Lane, Exeter (Roll: 175)

Head (Group 4)

Required January, 1991, for this attractive open-plan school which caters for 5-8 year olds. Application forms and further details (e.s.s., please) from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 19th September, 1990.

East Budleigh Drakes (Aided) Primary School

East Budleigh, Budleigh Salterton EX9 7DO (Roll: 29)

Head (Group 2) Re-advertisement

Required January, 1991. Practising communicant member of the Church of England preferred. Application forms and further details (e.s.s., please) from Reverend D. O. Markham, The Vicarage, East Budleigh, Budleigh Salterton EX9 7EF. Closing date 23rd September, 1990.

Cheriton Fitzpaine County Primary School

Cheriton Fitzpaine, Crediton EX17 4JD (Roll: 97)

Head (Group 2) Re-advertisement

Required January, 1991, for this village school. Application forms and further details from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 23rd September, 1990.

Membury County Primary School

Membury, Axminster, EX13 7AF (Roll: 28)

Head (Group 1) Re-advertisement

Required January, 1991. Previous applicants will be re-considered. Application forms and further details (e.s.s., please) from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 19th September, 1990.

Halberton First (5-9 years) School

Halberton, Tiverton, EX18 7AT (Roll: 46)

Head (Group 1)

Required January, 1991, for this small rural village school. Application forms and further details from Area Education Officer, Morwenston, 7, Barnfield Crescent, Exeter. Closing date 19th September, 1990.

Deputy Head Teachers

Exeter St. Thomas (12-16 Years) Comprehensive High School

Halberton Road, Exeter, EX2 8JU (Roll: 1,102)

First Deputy Head (Group 11)

Required January, 1991, to lead the planning, execution and evaluation of the curriculum, to plan, develop, implement and to manage the school's teaching and learning resources whilst acting as part of a senior management team which exercises corporate responsibility. It is hoped that the successful applicant will be able to furnish evidence of successful curriculum theory at a high level and of successful practice. Closing date 19th September, 1990.

Victoria Road Junior School

Trillick Avenue, St. Budeaux, Plymouth, PL9 1RH (Roll: 402)

Deputy Head (Group 9)

For January. Applicants should be experienced teachers of good organising ability and capable of taking a leadership in the overall life of the school. Closing date 19th September, 1990.

Pomphlett Primary School

Howard Road, Plymstock, Plymouth, PL9 7ES (Roll: 260)

Deputy Head (Group 5)

For January. Applications invited from suitably qualified and experienced teachers. Closing date 19th September, 1990.

Hoos Infants School

Hoos Road, Plymstock, Plymouth, PL9 9RG (Roll: 130)

Deputy Head (Group 4)

Required January, 1991. Closing date 19th September, 1990.

Torquay, St. Mergerets County Primary

Barwell Road, Torquay (Roll: 309)

Deputy Head (Group 5)

Required January, 1991. Closing date 19th September, 1990.

Hemyock County Primary School

Hemyock, Callington, EX15 3QW (Roll: 182)

Deputy Head (Group 4)

Required January, 1991. Ability to take Music throughout the school an advantage. Closing date 19th September, 1990.

Scale 4 Posts

Exeter Bishop Blackall (12-18 Comprehensive) Girls High School

Pennsylvania Road, Exeter (Roll: 640)

Head of English Scale 4 (Re-advertisement)

Required January, 1991. Language and Literature taught throughout the school. C.S.E. and Mode 3 G.C.E. Language well established. Split site school. Closing date 19th September, 1990.

Scale 3 Posts

Silckapath County Primary School

Woodville Estate, Barnstaple, EX31 2HH (Roll: 450)

Scale 3

Required January, 1991, for Upper Juniors. Responsibility for Maths development throughout the junior department; ability to develop Health guidelines; experience of organising visits to Residential Centres. An interest in boys' games, swimming and gymnastics could be an advantage. Closing date 19th September, 1990.

Brixham County Secondary

Higher Renscombe Road, Brixham (Roll: 690)

Scale 3—Head of History

Required January, 1991. Closing date 19th September, 1990.

Crediton Queen Elizabeth's (11-18 Comprehensive) School

Crediton, Devon (Roll: 1,700)

Scale 3—Mathematics

Required January, 1991, a graduate to be Second in Maths department. Main responsibility for Lower School (11-14) but teaching includes full age and ability range up to C.S.E. 'O' and 'A' level. Closing date 19th September, 1990.

Scale 2 Posts

Exeter Beacon Heath (5-8 Years) First School

Summer Lane, Whipton, Exeter (Roll: 273)

Scale 2

Required January, 1991, with special interest in art, craft/needlework display. Closing date 19th September, 1990.

Feniton C. of E. (Aided) Primary School

Feniton, Honiton, EX14 0EA (Roll: 266)

SCALE 2

Required January, 1991, for Juniors with ability and interest in Boys' Games, Athletics, P.E. Science and Mathematics. Ability to help with Music an advantage. Closing date 19th September, 1990.

South Molton School and Community College

Old Alwever Road, South Molton, EX38 4LA (Roll: 901)

Scale 2—Head of Physics (Re-advertisement)

Required January, 1991, an experienced graduate to teach across ability and age (11-16) range. Previous applicants will be re-considered. Closing date 19th September, 1990.

Torquay, St. Marychurch C. of E. (A.) Primary

Harlow Road, Torquay (Roll: 224)

Scale 2

Required January, 1991, to be responsible for Infant Department. Communicant member of the Church of England preferred. Closing date 19th September, 1990.

Pomphlett Primary School

Howard Road, Plymstock, Plymouth, PL9 7ES (Roll: 260)

Scale 2—Science

For January, with responsibility for developing and co-ordinating Science throughout the school with a keen interest in Boys Games and P.E. Closing date 19th September, 1990.

Tevsloek Primary School

Plymouth Road, Tavistock, PL19 6BU (Roll: 535)

Scale 2—Language Development

Required January, 1991, a Mid Infants teacher with responsibility for early language development. Closing date 19th September, 1990.

Scale 1 Posts

Combe Merlyn County Primary School

Hangman Path, Combe Martin, EX34 0DF (Roll: 230)

Scale 1

Required January, 1991, with special responsibility for Boys games and residential courses. Closing date 19th September, 1990.

Pilton School and Community College

Cheddleford Lane, Barnstaple, EX31 1RB (Roll: 1,207)

Scale 1 or 2—Chemistry

Required January, 1991, for this 11-19 Mixed Comprehensive school to teach CHEMISTRY up to 'O' level. Scale 2 post available for suitably qualified and experienced candidates. Closing date 19th September, 1990.

South Molton School and Community College

Old Alwever Road, South Molton, EX38 4LA (Roll: 901)

Scale 1—English/Religious Education (Re-advertisement)

Required January, 1991, to teach the subjects across the age (11-18) and ability range. Previous applicants will be re-considered. Closing date 19th September, 1990.

Exeter St. Thomas (12-16 Years) Comprehensive High School

Halberton Road, Exeter, EX2 8JU (Roll: 1,102)

Scale 1 or 2—Physical Education

Required January, 1991, to teach in the Physical Education programme throughout the school but especially in connection with girls activities. Scale 2 post for responsibility for overseeing girls activities available for suitable applicants. Closing date 19th September, 1990.

Darlington C. of E. (C.) Primary

Shinners Bridge, Reftington, Totnes (Roll: 220)

Scale 1

Required January, 1991, to be responsible for an Upper Junior Class. Ability to take Girls Games and/or teach Craft an advantage. Closing date 19th September, 1990.

Paignton, Foxholes County Infants' School

Farncombe Road, Paignton (Roll: 126)

Scale 1

Required January, 1991, for Middle/Top Infants class. Closing date 19th September, 1990.

Torquay, Barton County Infants' School

Barton Hill Road, Torquay (Roll: 129)

Scale 1

Required January, 1991. Closing date 19th September, 1990.

Ashburton School

Required January, 1991. Closing date 19th September, 1990.

Ballard Lane, Ashburton (Roll: 1,000)

Scale 1—History

A graduate required January, 1991, to teach HISTORY throughout this Group 10 mixed 11-16 rural comprehensive. Closing date 19th September, 1990.

Telgar School

Ley Lane, Kingslaughton, Newton Abbot (Roll: 690)

Scale 1—Home Economics

Required January, 1991, to teach HOME ECONOMICS in this Group 10 mixed 11-16 Comprehensive mid exam level and junior needlework. Closing date 19th September, 1990.

PRIMARY

Scale 2 Posts continued

WOLVERHAMPTON

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EDUCATION COMMITTEE

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—Science

Required January, 1991, to be responsible for Infant Department. Communicant member of the Church of England preferred. Closing date 19th September, 1990.

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—Science

Required January, 1991, to be responsible for Infant Department. Communicant member of the Church of England preferred. Closing date 19th September, 1990.

WOLVERHAMPTON JUNIOR SCHOOL

Scale 2—Science

Required January, 1991, to be responsible for Infant Department. Communicant member of the Church of England preferred. Closing date 19th September, 1990.

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WOLVERHAMPTON JUNIOR SCHOOL

**NOTTINGHAMSHIRE
COUNTY COUNCIL**

Applications are invited from suitably qualified TEACHERS for the following post:

MEDEN SCHOOL
Burne Lane, Warrup
Municipal, North NG24 6DN
(Mixed; 1,400; 11 to 16)
Headmaster: J. S. Ellis

For January: **TEACHER**
(Scale 4) or **DIRECTOR** of
ENGLISH in this well-equipped
and purpose-built comprehensive
school. A candidate should
be enthusiastic and capable

graduate faculties with proven
organizational ability and suc-
cessful teaching experience
across the full age and ability
range of students, O and
A levels.

Applications from non in-
dustrial totals (S.A.D.) from the
readership.

OTHERHAM
(Metropolitan Borough of)
The Education Committee
ALWAYS COMPREHENSIVE
The school required approximately 1750
pupils, 140 in 1st form.
The school was a day school.
HEAD OF ENGLISH DEPARTMENT
wanted.
Candidates required to complete the
subject to Oxbridge and 1st
level. The Department of nine in-

Applications for letter giving full
 consideration of qualifications and salary
 history of two referees, submitted
 to the Director of Public Safety
 on 10/10/60. Both men did not
 meet the minimum requirements.

AFFORDABLE
COUNTY COUNCIL
COMMITTEES
 Personnel, Finance, Planning
 and Development, Public
 Works, and Social Services
 and Health.

J. JOHN FOSTER, RURAL HIGHWAY
 ENGINEER
 1111 N. 1st St.
 St. Paul, Minn. 55102
 Phone 1-612-291-1870
 10/10/60
 10/10/60
 10/10/60

Application forms and letters
 are available on request.
 For more information, contact
 the Director of Public Safety
 at the Department of Public
 Safety, Room 1111, 1111 N. 1st St.
 St. Paul, Minn. 55102.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
Chairman: **MR THOMAS BOUCHES** HIGH
SCHOOL
Hutton Road, Hatfield, Stals-
Group C
Age range 11 to 16 years
Numbers on roll 400
Number for January 1981: 1154
Enrolment: 1980-81 4. An ex-
perienced graduate teacher required
to develop a growing department
this recently re-organised run

Forma of application and further details are obtainable, or received of a footstep national address in principle, from the Head Teacher, to whom completed form should be returned not later than September 26, 1980.

WEST SUSSEX
CHATEAUX CATHOLIC
HIGH SCHOOL
Coring Street, Worthing
Compton Road, 11-16
11-16
HEAD OF ENGLISH (Scale 3) Vacant from January, 1981 for

experienced and well qualified teacher to take charge of the important Department. An interview with you would be an advantage. Please send details to: **Worcester, Mass.**

WORCESTER

MALVERN COLLEGE

Independent Malvern School, Worcester, Mass. 01106. School for Boys and Girls, 11-18. Sixth Form, 16-19.

HEAD OF ENGLISH required for January 1961. Good Honours Graduate with considerable experience. **Highmark Scale, Non Recruit.** Applications to the Headmaster with references.

**Other Posts on
Scale 2 and above**

**BEDFORDSHIRE
SOUTHERN AREA
LEA VALLEY HIGH SCHOOL**

Required as soon as possible. **TEACHER of ENGLISH** for work on staff of a large public school. Applicant must have a B.S. degree and a minimum of 3 years teaching experience. Send resume to: **Superintendent of Schools, Central High School, 1400 N. 1st St., Phoenix, Arizona 85004.** A mixed Comprehensive School with 1,200 pupils aged 13 to 16, and is situated in a large recent buildings on the northern outskirts of the town.

Council accommodation may be available in certain cases. Further details and applications.

DONCASTER
HUNGERHILL SCHOOL
Hungerhill Lane, Donthorpe,
Doncaster DN8 2JY
Telephone: Doncaster 888871
Required for January 1981
MENT, and ENGLISH DEPART-
MENT, and a few other qualifi-
cations, and experience in teach-

EAST SUSSEX
CHAILEY SCHOOL
Mill Lane, South Chailey,
Lewes, BN9 4PU

11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100, 101-102, 103-104, 105-106, 107-108, 109-110, 111-112, 113-114, 115-116, 117-118, 119-120, 121-122, 123-124, 125-126, 127-128, 129-130, 131-132, 133-134, 135-136, 137-138, 139-140, 141-142, 143-144, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-160, 161-162, 163-164, 165-166, 167-168, 169-170, 171-172, 173-174, 175-176, 177-178, 179-180, 181-182, 183-184, 185-186, 187-188, 189-190, 191-192, 193-194, 195-196, 197-198, 199-200, 201-202, 203-204, 205-206, 207-208, 209-210, 211-212, 213-214, 215-216, 217-218, 219-220, 221-222, 223-224, 225-226, 227-228, 229-230, 231-232, 233-234, 235-236, 237-238, 239-240, 241-242, 243-244, 245-246, 247-248, 249-250, 251-252, 253-254, 255-256, 257-258, 259-260, 261-262, 263-264, 265-266, 267-268, 269-270, 271-272, 273-274, 275-276, 277-278, 279-280, 281-282, 283-284, 285-286, 287-288, 289-290, 291-292, 293-294, 295-296, 297-298, 299-300, 301-302, 303-304, 305-306, 307-308, 309-310, 311-312, 313-314, 315-316, 317-318, 319-320, 321-322, 323-324, 325-326, 327-328, 329-330, 331-332, 333-334, 335-336, 337-338, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 351-352, 353-354, 355-356, 357-358, 359-360, 361-362, 363-364, 365-366, 367-368, 369-370, 371-372, 373-374, 375-376, 377-378, 379-380, 381-382, 383-384, 385-386, 387-388, 389-390, 391-392, 393-394, 395-396, 397-398, 399-400, 401-402, 403-404, 405-406, 407-408, 409-410, 411-412, 413-414, 415-416, 417-418, 419-420, 421-422, 423-424, 425-426, 427-428, 429-430, 431-432, 433-434, 435-436, 437-438, 439-440, 441-442, 443-444, 445-446, 447-448, 449-450, 451-452, 453-454, 455-456, 457-458, 459-460, 461-462, 463-464, 465-466, 467-468, 469-470, 471-472, 473-474, 475-476, 477-478, 479-480, 481-482, 483-484, 485-486, 487-488, 489-490, 491-492, 493-494, 495-496, 497-498, 499-500, 501-502, 503-504, 505-506, 507-508, 509-510, 511-512, 513-514, 515-516, 517-518, 519-520, 521-522, 523-524, 525-526, 527-528, 529-530, 531-532, 533-534, 535-536, 537-538, 539-540, 541-542, 543-544, 545-546, 547-548, 549-550, 551-552, 553-554, 555-556, 557-558, 559-560, 561-562, 563-564, 565-566, 567-568, 569-570, 571-572, 573-574, 575-576, 577-578, 579-580, 581-582, 583-584, 585-586, 587-588, 589-590, 591-592, 593-594, 595-596, 597-598, 599-600, 601-602, 603-604, 605-606, 607-608, 609-610, 611-612, 613-614, 615-616, 617-618, 619-620, 621-622, 623-624, 625-626, 627-628, 629-630, 631-632, 633-634, 635-636, 637-638, 639-640, 641-642, 643-644, 645-646, 647-648, 649-650, 651-652, 653-654, 655-656, 657-658, 659-660, 661-662, 663-664, 665-666, 667-668, 669-670, 671-672, 673-674, 675-676, 677-678, 679-680, 681-682, 683-684, 685-686, 687-688, 689-690, 691-692, 693-694, 695-696, 697-698, 699-700, 701-702, 703-704, 705-706, 707-708, 709-710, 711-712, 713-714, 715-716, 717-718, 719-720, 721-722, 723-724, 725-726, 727-728, 729-730, 731-732, 733-734, 735-736, 737-738, 739-740, 741-742, 743-744, 745-746, 747-748, 749-750, 751-752, 753-754, 755-756, 757-758, 759-760, 761-762, 763-764, 765-766, 767-768, 769-770, 771-772, 773-774, 775-776, 777-778, 779-780, 781-782, 783-784, 785-786, 787-788, 789-790, 791-792, 793-794, 795-796, 797-798, 799-800, 801-802, 803-804, 805-806, 807-808, 809-810, 811-812, 813-814, 815-816, 817-818, 819-820, 821-822, 823-824, 825-826, 827-828, 829-830, 831-832, 833-834, 835-836, 837-838, 839-840, 841-842, 843-844, 845-846, 847-848, 849-850, 851-852, 853-854, 855-856, 857-858, 859-860, 861-862, 863-864, 865-866, 867-868, 869-870, 871-872, 873-874, 875-876, 877-878, 879-880, 881-882, 883-884, 885-886, 887-888, 889-890, 891-892, 893-894, 895-896, 897-898, 899-900, 901-902, 903-904, 905-906, 907-908, 909-910, 911-912, 913-914, 915-916, 917-918, 919-920, 921-922, 923-924, 925-926, 927-928, 929-930, 931-932, 933-934, 935-936, 937-938, 939-940

ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED
DATE 11-11-2011 BY 60322 UCBAW/STP

Relocation grants approved cases.
Further details sent forms (S.S.B. 1000) - 1
Hinghamer.

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WILTSHIRE
CLOUD HOUSE—See main entry.
Hilmar, under SPECIAL EDUCATION

Other than by Subject Classification

Heads of Departments

DORSETSHIRE

SIMFON COMMUNITY SCHOOL
MR R. D. BENTLEY, DEPT. HEAD
OF FACULTY OF SCIENCE
MATHEMATICS
Resigned from 1 January 1981.
Head of the Faculty of Science,
and Mathematics in this com-
munity comprehensive school, facul-
ties of science and mathematics
candidate will have every oppor-
tunity to discuss his views.

Applications and further particulars are available from: Mr. J. A. Mealer, S.A.E., please.

Scale 1 Posts.

EALING
(London Borough of)
EDUCATION SERVICES
Wanted: Supply, Teaching
required immediately to
teach Science, English, and
History. Subjects throughout
the year. Salary £11,000. Vacant
at particular school. Please
send CV for consideration
for periods up to one term.
We are not tied to require cur-
riculum. Please send CV to
London Weighing £609.

Application forms obtainable from
Education Officer, Ealing Public
Houses, 79-81 Colindale Road, Ealing,
W5 3JL. To be returned as CV
on possible I.S.E.B. 1.

HAMPSHIRE
THE WESTGATE SCHOOL

Letter of application to the
military school.

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC SCHOOL
Canterbury,
The following Jewell application
from suitably qualified teachers for
the summer of the following Academic
year:

SCIENCE
GENERAL SUBJECTS (Art, Science
English, Geography).
Subjects are taught to C.B. 8
and 9. The following facilities are
This is a 5 form entry, accepting
comprehensive and well equipped
well equipped accommodation.
Further details and syllabus
are available from the following

LINCOLNSHIRE

TEACHINGS with appropriate qu
the following poem at present
CORDEAUX HIGH SCHOOL
tion fiction. The subjects ;
time.
JAMES BRUECKHACH SCHOOL
Keep Your North Somerco
COMMUNICA SUBJECTS
Proceeding to the
week.
LENNY STANKIN SECONDAR
Bull Lane, Portstall
TELEPHONING ; part-time, near
SECONDARY LUTHER SECONDAR
TELEPHONING ; part-time, near
me one and a half day
week.
WENDY MORRIS SECONDAR
Road, Fowl
RELIGIOUS EDUCATION
time, approximately one and a
day per week.

TOTTENHAM GARTHER
SECONDARY
Hills Lane, Tottenham
TYPEWRITING (part-time, even-
mainly three and a half days

W.C. Sullivan, District Attorney, with arrangements with Head Teacher in each case.
S.A.E. to report for form
further information.
Closing date, September
1989.

SURREY
EDUCATION COMMITTEE
DE BURGH COUNTY SECONDARY
TWENTY-THREE
175 to 181
The following sub
requested as soon as possible:
1. 1988-1989 financial year
2. 1988-1989 capital budget
3. 1988-1989 physical plan
4. 1988-1989 personnel plan
5. 1988-1989 power requirements. Set 1
reply to the Head Teacher
Surrey Health Unit.

3 CITY COUNCIL
OF EDUCATION

Applications in 19th September, 1980.
Deputy Headship in all subjects and
and special subjects. Must be able to
teach and lead CPD and Counselling
courses. Mr George Sirico, Leelyn LSI, JAE.
and high-velocity, application by letter
to the Head of the school concerned, giving
a reference to the advertisement.
The advertisement will be quoted on all correspondence
and must be signed and dated for the
applicant by a signed authorized teacher.

RY SCHOOLS

SCHOOL (No. on Roll 1, 1177) - 11-

W. Wakefield, W.F. 110.
N. Tappin, B.A., M.Ed.
1981: Teacher of GEOGRAPHY

(SCALE 1)
COL No. on KORT 475 13-14 years
1513 1AT
W. Gardner, M.D.E.
teacher of TEC
in the school

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

[illegible]

HIGH/SECONDARY SCHOOLS

SCALE 1 POST

W.855 WOODKIRK HIGH SCHOOL (No. on Roll T. 1,117; 11-12-1944)
 Elm Road, Tingey, nr. Waldorf WPs 1/4,
 Telephone: 313910
 Head Teacher: Mr. M. N. Tappin, B.A., M.Ed.
 Required for January
 Examination: work at C, S, E, D and A level. Actual
 placed in teachers' and pupils' list not essential. Further
 details available from the school.

TEMPORARY POST (SCALE 1)

W.856 INTAKE HIGH SCHOOL (No. on Roll 8,078; 12-12-1944)
 Cateley, Lang. Leeds 1,813 1AT
 Telephone: 45048
 Head Teacher: Mr. C. W. Gadsden, M.B.E.
 Required for January 1945: the year 1 teacher of TECHNICAL SUBJECTS AND SCIENCE

SCOTTISH APPOINTMENTS

Other than by Subject
ClassificationHENDERSON REGIONAL
COUNCIL

WICKHAMPTON ACADEMY
WICKHAMPTON, SCOTLAND
Telephone Dundee 3115
1100 400
Applications for the post of
Teacher of Music should be
sent to the Principal, Mr. J. H.
Henderson, Wickhampton
Academy, Dundee, by 15th
September 1980.

Other Appointments

LOTHIAN REGIONAL
COUNCIL

STEWARTSON COLLEGE OF
FURTHER EDUCATION
1100 400
Applications for the post of
Teacher of Music should be
sent to the Principal, Mr. J. H.
Henderson, Wickhampton
Academy, Dundee, by 15th
September 1980.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

TEACHERS

Applications are invited from suitably qualified registered teachers for the undated posts:

SECONDARY

Teacher of Geography
Teacher of Music
Teacher of Physical Science
Dumfries High School—Four-Year School—Roll 1,180
Stranraer Academy—Six-Year School—Roll 1,300
Dunrobin Academy—Six-Year School—Roll 1,020

FURTHER EDUCATION

Dumfries and Galloway College of Technology
Lecturer in Social Studies
Applications are invited from suitably qualified and experienced persons for the above post.
The person appointed will be required to teach TOPS and SCOTBEC courses. The ability to offer Accounts is an additional subject would be an advantage.
Salary scale £4,776 to £7,011 as from 1 September, 1980 (Salary award pending).
Application forms, together with further information, may be obtained from the Director of Education, 30 Edinburgh Road, Dumfries, with the exception of the one marked * which is available from the Area Education Office, 10 Market Street, Stranraer.
Completed application forms should be returned to the appropriate office by 22 September, 1980.

H.M. INSPECTOR OF SCHOOLS

PHYSICS

012,325-217,504

H.M. Inspectors are concerned chiefly with the inspection of primary and secondary schools and not with the administration of further education. There are considerable opportunities for assisting with curricular development. The post (probably in Edinburgh) will also involve work in other branches of science.

Candidates (preferably aged between 30 and 45) must have an appropriate teaching qualification and good teaching experience, a first or second class honours degree in physics (or an equivalent qualification) and a knowledge of recent developments in the teaching of science.

Starting salary within the quoted range according to qualifications and experience. Promotion prospects to £19,500 and above. Non-contributory pension scheme.

For full details and an application form (to be returned by 28 September, 1980) write to: Scottish Office, P4/79/2, Room 110, 18 Waterloo Place, Edinburgh, EH1 3DN. Please quote ref: 02/8412.

SCOTTISH EDUCATION DEPARTMENT

EDINBURGH MERCHANT COMPANY SCHOOLS

GEORGE WATSON'S COLLEGE

Teacher of Physical Education

(Headmaster/Teacher)

Applications are invited for the post of Teacher in the Physical Education Department (George Watson's College) for the year 1981-82. The successful candidate will be responsible for the teaching of Physical Education to boys and girls, and for the supervision of the school sports team.

George Watson's is a co-educational school with a Secondary Department of approximately 1,200 pupils and a Junior Department of approximately 600 pupils. The school is situated in the heart of Edinburgh and offers a wide range of facilities for both boys and girls.

Applicants must be fully trained and hold a relevant qualification in Physical Education. Salary will be in accordance with the General Teaching Council for Scotland.

The successful applicant will be expected to take a full part in the curriculum of the Physical Education Department. Special interest in Rugby Football and Cricket is highly desirable.

Applications, giving age, education, training, and experience, should be sent to the Principal, George Watson's College, 100 George Street, Edinburgh, EH2 2JG, by 15th September 1980.

Examiners

SCOTTISH CERTIFICATE
OF EDUCATION
EXAMINATION BOARD
ASSISTANT EXAMINER

Applications are invited from suitably qualified persons for the post of Assistant Examiner in the Scottish Certificate of Education Examinations. The successful candidate will be responsible for the marking of papers and the supervision of the examination process.

MINISTRY OF DEFENCE
(ARMY)QUEEN VICTORIA SCHOOL
DUNBLANE, PERTSHIRE

This boarding school for 250 boys, 9-18, the sons of Service parents requires a GRADUATE to teach English to SCE 'O' and 'H' grades, with some Modern Studies. An interest in Rugby, CCF and outdoor activities would be an asset. There may be an opportunity for an Assistant Housemaster.

Living on the estate is obligatory and married or single accommodation is available at a fair rent. Salary in accordance with the Scottish Teachers Salary Memorandum plus a Boarding School Allowance. Applicants must be registered or eligible for registration with the GTC. Application forms from the Headmaster quoting ref. No. TES/1.

SCOTTISH HEALTH SERVICE
COMMON SERVICES AGENCY

Scottish Health Education Group

SENIOR EDUCATIONIST

A person is required to join the Educational Training Section of the Scottish Health Education Group. The successful candidate will be expected to work as a member of a team but will have special responsibility for structuring courses and in-service training programmes in the broad field of health education. Applications are invited from persons who have appropriate experience in fields such as education, health education or professional development.

Salary scale (under review) £7,032-£8,551 per annum. Further particulars and application forms may be obtained from the Appointments Section, Common Services Agency, Trinity Park House, South Trinity Road, Edinburgh EH6 3SE (Tel: 01-552 6266). Completed applications to be returned by Friday 19 September 1980. Please quote reference number U.283.

BBC SCHOOL BROADCASTING
COUNCIL FOR SCOTLAND

EDUCATION OFFICER

Based Glasgow. Responsible for educational liaison work on school broadcasting, mainly in the West of Scotland. Duties entail travelling and involve study of school broadcasting in schools, consultation with educationalists, organization of conferences and meetings, and the writing of reports and committee papers. Some liaison work in respect of Continuing Education broadcasts directed to teachers; training will also be part of the duties.

Relevant professional qualifications essential. Wide educational experience, must include teaching in schools and a thorough knowledge of the Scottish educational system.

Post to be filled early in 1981. Salary £7,475-£10,500 p.a. (starting salary in accordance with qualifications and experience) plus uncapped allowance £415 p.a. Relocation expenses considered.

Contact for immediately for application form and for particulars (quote ref. 2393/TES and enclose a.s.s.) BBC Appointments, London W1A 1AA. Tel: 01-552 4444, Ext. 4018.

BBC SCOTLAND

SCOTTISH
APPOINTMENTS

Applications for posts in state or grant-aided primary or secondary schools must satisfy the registration requirements of the General Teaching Council for Scotland, 6 Royal Terrace, Edinburgh.

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

SECONDARY

HEAD TEACHER

Reference 0 At Mary's Academy, Edinburgh (The post will become vacant in August 1981)

PRINCIPAL TEACHER

Reference 8 Craigmount High School, Edinburgh

ASSISTANT PRINCIPAL TEACHER

Reference 8 Craigmount High School, Edinburgh

TEACHER

Reference 8 Ainslie Park High School, Edinburgh

Reference 8 Craigmount High School, Edinburgh

Reference 8 Craigmount High School, Edinburgh

Reference 8 Craigmount High School, Edinburgh

Reference 8 Craigmount High School, Edinburgh

Reference 8 Craigmount High School, Edinburgh

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Reference 8 Craigmount High School, Edinburgh

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT

TEACHERS

Applications are invited from suitably qualified registered teachers for the undated posts:

SECONDARY

TEACHERS OF MATHEMATICS
Maxwelltown High School, Dumfries—four-year school—Roll 950.

TEACHER OF PHYSICS
Annand Academy—six-year school—Roll 1,300.

TEACHERS OF CHEMISTRY/GENERAL SCIENCE
Annand Academy—six-year school—Roll 1,300.

TEACHERS OF TECHNICAL EDUCATION
Maxwelltown High School, Dumfries—four-year school—Roll 950.

TEACHER OF FRENCH/LATIN DR
FRENCH/RELIGIOUS EDUCATION
Wellace Hall Academy, Thornhill—six-year school—Roll 500.

TEACHERS OF MUSIC
Sengulair Academy (with Feeder Primaries)—five-year school—Roll 600.

TEACHER OF RELIGIOUS EDUCATION
Dumfries High School—four-year school—Roll 1,150.

Application forms, together with further information, may be obtained from the Director of Education, 30 Edinburgh Road, Dumfries, with the exception of those marked * which are available from the Area Education Office, 10 Market Street, Stranraer. Completed application forms should be returned to the appropriate office by 15th September, 1980.

STRATHCLYDE
REGIONAL COUNCIL

Department of Education

GLASGOW Sub-Region
EDUCATION DEPARTMENT
URBAN AID APPOINTMENT

This post is funded under the Urban Aid Programme and is temporary for the duration of the Project, approximately three-and-a-half years. Applications are invited from holders of the Diploma/Certificate in Youth and Community Studies.

COMMUNITY EDUCATION WORKER

Elmville Centre, Springburn, Glasgow
Salary Scale: £5,427-£7,077 plus 7% per cent shift and weekend allowance.

The successful applicant will be involved in a joint project between Social Work and Community Education to develop in all sections of the community an interest in, understanding of, and a sense of responsibility for the life and problems of the community. He/she will also develop resources providing facilities, equipment and specialist leaders for a programme of social, recreational, cultural and educational activities. Ref. G3018.

COMMUNITY EDUCATION WORKER

Drumchapel Community Education Centre
Salary Scale: £5,427-£7,077 plus 7% per cent shift and weekend allowance.

Applicants must have the Diploma/Certificate in Youth and Community Studies.

The post involves developing in all sections of the community an interest in, understanding of, and a sense of responsibility for the life and problems of the community, and providing facilities, equipment and specialist leaders for a programme of social, recreational, cultural and educational activities. Ref. G3018.

Application forms for Glasgow Sub-Region posts are available from the Assistant Director of Manpower Services, Glasgow Sub-Region, Strathclyde House (B), India Street, Glasgow, to whom completed forms, quoting appropriate Ref. No., should be returned by September 19, 1980.

LANARK Sub-Region
COMMUNITY EDUCATION WORKERS

(6 Posts)
(1 Post)—East Kilbride—Ref. L/4648
(1 Post)—Hamilton South—Ref. L/4647
(2 Posts)—Bellshill—Ref. L/4649
(2 Posts)—Motherwell—Ref. L/4649

Salary Scale: C.E.W. £5,427-£7,077. Additional payment for irregular hours and weekend working. Please state clearly which post you are applying for.

The persons appointed will be members of a team of Community Education Workers which is responsible for the delivery of all Community Education Services with an emphasis on the development of services for young people within the Area.

Hours of Duty: 36 hours per week to be worked on a seasonal basis according to the exigencies of the service.

Applicants should hold a Diploma of Certificate in Youth and Community Services, Community Education, Adult Education or equivalent.

Application forms are available from the Assistant Director of Manpower Services, Regional Offices, Hamilton, to whom completed forms, quoting appropriate Ref. No., should be returned by September 19, 1980.

R. M. O. McCulloch,
Director of Manpower Services.

Sixth Form and
Tertiary Colleges

Headships

WIGAN

Applications are invited for the post of Head of Sixth Form at Wigan College of Technology. The successful candidate will be responsible for the supervision and guidance of the Sixth Form students and for the development of the Sixth Form curriculum.

Heads of Department

GLOUCESTER

Applications are invited for the post of Head of Department of Further Education at Gloucester College of Technology. The successful candidate will be responsible for the supervision and guidance of the Further Education students and for the development of the Further Education curriculum.

FIFE REGIONAL COUNCIL
EDUCATION COMMITTEEKIRKCALDY COLLEGE OF TECHNOLOGY
DEPARTMENT OF GENERAL STUDIES

LECTURER B in Communications

Candidates should possess a university degree and preferably with honours.

The post will mainly involve the teaching of Communications in Scottish Business Education Council and Scottish Technical Education Council courses.

Applicants should have industrial or commercial experience and an interest or experience in oral communication is desirable.

LECTURER B in Social Sciences

Candidates should possess a university degree and preferably with honours.

The post will mainly involve the teaching of social sciences subjects in Scottish Business Education Council and Scottish Technical Education Council courses.

Applicants should have industrial or commercial experience. Salary in accordance with Scottish Teachers Salaries Memorandum.

Application forms may be obtained from the Director of Education, Regional Office, Westgate, Kirkcaldy, to whom completed forms should be returned not later than 12th September, 1980. Ref No 1899/TES.

JAMES M. DUNLAP, CHIEF EXECUTIVE OFFICER.

RAUNDS MANOR SCHOOL

(Perk Street, Raunds, Wellingborough, Northants, NN8 6ND)

Scale III

Head of Physics

Required for January, 1981, a graduate physicist to take charge of the subject within the science department and to teach to A level. Excellent facilities in brand new laboratory with adequate technician support. This is a developing mixed comprehensive school (number on roll 870) with growing sixth form in ideal rural surroundings. Strong parental support. Well established courses. Form of application and further details from the Headmaster, returnable within ten days of this advertisement (a.s.p., please).

Northamptonshire

Central Regional Council

EDUCATION DEPARTMENT

TEACHER

Physics or Chemistry Department, Greaves High School, Falkirk (telephone Falkirk 22576).

Further details are available from the Rector of the School.

Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Viewforth, Stirling, to whom they should be returned as soon as possible.

SOUTH GLAMORGAN
UNION OF COLLEGES
OF THE ATLANTICHEAD OF HISTORY
DEPARTMENT

Applications are invited for the post of Head of History Department at the South Glamorgan Union of Colleges of the Atlantic. The successful candidate will be responsible for the supervision and guidance of the History students and for the development of the History curriculum.

Further details are available from the Director of Education, Regional Office, Westgate, Kirkcaldy, to whom completed forms should be returned not later than 12th September, 1980.

JAMES M. DUNLAP, CHIEF EXECUTIVE OFFICER.

Other Posts on
Scale 2 and above

HUMBERSTONE

Applications are invited for the post of Head of Department of Further Education at Humberside College of Technology. The successful candidate will be responsible for the supervision and guidance of the Further Education students and for the development of the Further Education curriculum.

Further details are available from the Director of Education, Regional Office, Westgate, Kirkcaldy, to whom completed forms should be returned not later than 12th September, 1980.

JAMES M. DUNLAP, CHIEF EXECUTIVE OFFICER.

BRADFORD (City of)

Applications are invited for the post of Head of Department of Further Education at Bradford College of Technology. The successful candidate will be responsible for the supervision and guidance of the Further Education students and for the development of the Further Education curriculum.

Further details are available from the Director of Education, Regional Office, Westgate, Kirkcaldy, to whom completed forms should be returned not later than 12th September, 1980.

JAMES M. DUNLAP, CHIEF EXECUTIVE OFFICER.

HAMPSHIRE

Applications are invited for the post of Head of Department of Further Education at Hampshire College of Technology. The successful candidate will be responsible for the supervision and guidance of the Further Education students and for the development of the Further Education curriculum.

Further details are available from the Director of Education, Regional Office, Westgate, Kirkcaldy, to whom completed forms should be returned not later than 12th September, 1980.

JAMES M. DUNLAP, CHIEF EXECUTIVE OFFICER.

DUMFRIES

Applications are invited for the post of Head of Department of Further Education at Dumfries College of Technology. The successful candidate will be responsible for the supervision and guidance of the Further Education students and for the development of the Further Education curriculum.

Further details are available from the Director of Education, Regional Office, Westgate, Kirkcaldy, to whom completed forms should be returned not later than 12th September, 1980.

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JAMES M. DUNLAP, CHIEF EXECUTIVE OFFICER.

DUMFRIES

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logical certificate in welding
submarine seal sheet. Trade

receiving allowance and
work. Awaiting payment of
maternal expenses payable in
approved cases.

Application forms and fur-
ther particulars are obtainable
from the nearest general con-
sultant (addressed to the firm-
ing architect) or from the
University College College Road,
Arlington, N.W.3.

For completion of forms should
be returned by 15th June, 15th
September, 1960.

PLYMOUTH

SCHOOL OF FURTHER EDUCATION

RECRUITMENT TO
CONSTRUCTION

Salary scale: £7.185 to £9.450
per annum (under review)

Applicants should be Graduates
or holders of equivalent Technical
or similar institute and have teaching
experience.

The applicants will be required to attend mainly Quantity Surveying and associated subjects on a range of tricolleen courses.

The post offers considerable scope for a man with a strong and active mind to develop and assist the Need of Department in the administration and organisation of the department.

Candidates from: The Senior Assistant Surveyors, Kings Head, Devonport, Plymouth PL1 3QD, 8 A.S., or telephone 1211.

Closing date September 26.

SALFORD
COLLEGE OF TECHNOLOGY
Frederick Road, Salford
M6 9PU
Tel : 061 736 6141

DEPARTMENT OF HUMANITIES
CREATIVITY & DRAMA
THEATRE THERAPY
Applications are invited for a full range of courses offered from January 1981.

COLORADO CERTIFICATE
IN COLLEGE COUNSELLING
IN THEATRE THERAPY
The year-long intensive and introductory course commences in September 1980.
Further details can be obtained from the Department of Humanities.

SOMERSET
UNIVERSITY COLLEGE OF

[illegible]

Office: Bonnered, Calif. 92001
Aria Road Technology, 28 Collins
ton Road, San Jose, Calif. 95128
E-mail: aria@aria.com
Posting date: September 22
1990.


COMPANY S A TEAM!

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Field Studies
use, St Albans, Herts

1507

**GATESHEAD METROPOLITAN BOROUGH
COUNCIL**
Department of Education

**WILKINSON COMMUNITY CENTRE/
Whitstone Lane Youth Club**

FULL-TIME WARDEN

Range 11—£5,079-55,709 (subject to review)

Applicants are invited for the above post which is now vacant. This Centre is directly maintained by the Authority and is accommodated in a former school building near the southern boundary of the Whitstone Lane Estate. It is housed in a separate house about four hundred yards from the Centre.

The person appointed will be responsible to the **Director of Education** for the running of the Centre. **Considerable man-**

of part-time staff employed in the Youth Service, as well as full-time caretaking and cleaning staff.

Applicants should be graduates in an appropriate discipline, qualified teachers, de-qualified Youth and Community Workers, who have a strong interest in the social education of young people and in the development of community activities in the local area.

Enquiries and Applications for Service are in accordance with the 12th Report of the Joint Nomenclature Committee for Youth Workers and Community Care Workers.

Application forms, together with further particulars, are available from the Director of Personnel and Management Services, 7th Floor, Aidan House, Tynagloga Promont, Sunderland Road, Gateshead, NE8 3BL, Tyne and Wear, returnable by 12th September, 1988.

PAISLEY Y.M.C.A.

SECRETARY

Applications are invited from professionally qualified Youth Workers for this position. This challenging post offers the opportunity to work with a young and enthusiastic Board of Management and voluntary leadership in the development of the Y.M.C.A. movement in Paisley, particularly in the field of membership programmes. The successful candidate should be committed to the Christian aim and purposes of the Y.M.C.A.

Salary: APT & C Services Salaries Agreement (NJC)—Community Education Workers. Starting point, dependent on age and experience, will be between £5,427 and £6,400.

Applications to: Mr. L. M. Gilgallon, President, 8 New Street, Paisley PA1 1XU, before Saturday, 20th September, 1980.

YOUTH AND COMMUNITY WORKER

A Youth and Community Worker is required for the Hornchurch Area of Essex, to be based at the Robert Beard Youth House. The appointment forms part of an Area Team. We are seeking someone with proven experience relating to youth staff and a belief in the process of autonomous decision making by young people. Previous experience in management of a building, also used as an area resource, would be an advantage.

For informal discussions contact Area Advisor, Hornchurch, 44785.

Salary Scale Burnham F.E. Lecturer 1 Scale, maximum £6,055 plus £2,408 Housing and Weighting (starting point dependent on training and experience).

Further details and application forms (S.A.E. please) are available from The Director of Education, Essex County Council Services. (Ref: CGT).

HAVERING

**SHEFFIELD EDUCATION
DEPARTMENT**

Youth Service

Vacancies for:

- (1) Discharged Youth/Community Worker
Kelvin District
- (2) Leader in charge Woodhouse Community
Education Centre
- (3) Assistant Youth Workers at—Colley
Campus—Earl Marshal Campus—Herdings
Youth Centre—Moorborough Campus—Stocks-
bridge Youth Club/Campus

Full information about the vacancies are available on
separate broadsheets.

Relay Scales: Posts 1/2 Sheffield Burnham Related
Tier 3, 25,331-29,363. Posts 3 All J.N.C. Scale 1 £3,783.

Application forms and further details from the Chief Education Officer (Rel. EE/ECRC) P.O. Box 67, Leopold Street, Sheffield S1 1RJ, stating post(s) required and should be returned by 15th September.

